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ABSTRACT

In 1983, a study was conducted by Dawson Community College (DCC) to gather information for program development at off-campus sites in Sidney and Baker, Montana, and to evaluate the services provided by the main campus to the communities in the Dawson area. The study, conducted in all three geographic areas, involved surveys of: (1) high school juniors, which focused on familiarity with DCC's regular and early admission programs, interest in college courses, and primary barriers to DCC enrollment; (2) high school seniors, which solicited information on employment and educational plans and course interest; (3) community residents, which gathered information through mailed questionnaires and, in the case of the Dawson area, telephone interviews focusing on personal background, perceptions of DCC, preferred conditions for learning, enrollment barriers, and program interests; and (4) business and industry, which solicited general information on the firms, training needs of new and current employees, and interest in DCC's services. The study report includes separate analyses for each community for each survey. (LAL)

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ED239686

DAWSON COMMUNITY COLLEGE

NEEDS ASSESSMENT

SURVEY ANALYSIS

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July 1983

JC 840 061

Table of Contents

Introduction 1

I. High School Survey Results 1
A. Sidney - Baker 2
Summary A 4
Summary B 6
B. Glendive and Surrounding Communities 9
Summary C 12
Summary D 14

II. Community Survey Results 17
A. Sidney - Baker 17
Summary E 29
Summary F 39
B. Glendive and Surrounding Communities 49
Summary G 65
Summary H 73

III. Business and Industry Survey 82
A. Sidney - Baker 82
Summary I 87
Summary J 90
B. Glendive and Surrounding Communities 93
Summary K 100

Overview 103

List of Tables

Summary A	Junior Student Results/Sidney - Baker	4
Summary B	Senior Student Results/Sidney - Baker	6
Summary C	Junior Student Results/Glendive Area	12
Summary D	Senior Student Results/Glendive Area	14
Summary E	Sidney Community Results	29
Summary F	Baker Community Results	39
Summary G	Glendive Area Community Interview Results	65
Summary H	Glendive Area Community Mail-Out Results	73
Summary I	Sidney Business - Industry Results	87
Summary J	Baker Business - Industry Results	90
Summary K	Glendive Area Business - Industry Results	100

INTRODUCTION

In October, 1982 Dawson Community College received a grant from the Department of Education under the Title III Strengthening of Institutions program. Two specific activities were funded under this grant. The first activity was to initiate the development of the Off-Campus Sites of Sidney and Baker, Montana. A Curriculum Specialist was hired in January, 1983 to develop the educational programs at these two sites. The second activity was to abate the administrative overload of the college itself by funding a full-time institutional research officer. A Director of Research and Planning was also hired in January, 1983. This person has several functions, including needs assessment for the campus and development of short and long range planning. Both grant activities have been funded through September 1983 and continuation has been applied for to extend grant funding through fiscal year 1983-84.

Within the Title III grant application under the activities of both the Off-Campus Sites and the Director of Research and Planning, the completion of a needs assessment was a key objective. This objective was considered an essential aspect of both activities. To meet this objective three groups were surveyed: high school students (juniors and seniors), the general public and members of the business and public sectors. The survey instruments themselves were administered by different methods. These methodologies will each be discussed in their relevant sections.

Although common survey instruments were used, the reader should be aware that the objective of the surveys under each activity was different. Whereas there existed some common interests, the outcomes are evaluated separately because of the exclusivity of purpose. The Off-Campus Sites needs assessment, conducted by the Curriculum Specialist, was designed to

collect information for program development at each of the respective sites. The Dawson area needs assessment conducted by the Director of Research and Planning focused more on an evaluation of the status of the main campus. Essentially, three different survey instruments were administered to each of the respective groups in Sidney, Baker and the Dawson area.

Each of the three surveys are reported separately including analysis and recommendations. There is a brief overview of the entire study at the conclusion of this document. In each section there is a report of the Curriculum Specialist followed by a separate report by the Director of Research and Planning. The only point where the surveys are taken together is in the Overview section.

All of the survey data was manually compiled. This presented some problems in the process of analysis. Without computer assistance it was impossible to manipulate the responses to effectively describe how each demographic group may have responded to a given set of questions. Instead, if a trend seemed to be developing, factors were intuitively applied and a brief manual check was conducted to determine the validity of the hypothesis. While this may not provide precise information, it was a means of accomplishing interpretation within the time available. The survey responses were written to be compatible with a computer-based management information system. The data will be entered into such a system when hardware becomes available.

The reader should be cautioned that surveys are not perfect. First, interpretations are often a "best guess" based on the response. This does not imply that there is no validity to the analysis or recommendations. Rather, the researcher is stating what, in his/her opinion, is probably going to happen. The data in this needs assessment is no exception and should be

treated accordingly. Second, a survey is merely a "photograph" of the instant when the data is gathered. Thus, there should be a time limit on how long the data would be considered reasonably accurate since changes in public opinion generally occur over time. In this case one or two years is the longest allowable period unless there is a dramatic shift in general public attitudes in education - then the time is shortened. (At this time it appears very likely that there may be a significant shift in opinion since education has become a major political issue.) Third, surveys limit the number of aspects that can be studied. No one lives in isolation from the world around him/her. By the same token no single aspect, like education is isolated from the many other aspects of peoples' lives. Introduction of a factor that was not included in the survey instruments could alter the results. None of the above statements are intended to detract from the value of the data retrieved. They are merely included to keep the survey in perspective.

Generally, the survey may be considered a success. The response levels though low in many cases, were within the realm of expectations. There were some surprises but for the most part the results were not far from the initial hypotheses. Any weaknesses in the conceptualization or the operationalization phase of the study are acknowledgeed in the report if they became apparent. These qualifiers are designed to enhance the study not invalidate it. The results of the study will be applied to the planning process for Dawson Community College.

We gratefully acknowledge the following people who provided assistance during the administration of the surveys. Their cooperation and professionalism made the study not only possible but a pleasure.

Principals and Superintendents of:

Baker High School
Circle High School
Dawson County High School
Richey High School
Savage High School
Sidney High School
Terry High School
Wibaux High School

Postal Service Supervisors and Clerks at:

Baker
Beach, N.D.
Bloomfield
Circle
Fallon
Glendive
Lambert
Lindsay
Richey
Savage
Sidney
Terry
Wibaux

The printers at the Ranger-Review, especially Dooley Pauley, and those at BOSS Printing.

The Glendive Chamber of Commerce
The Sidney Chamber of Commerce
The Baker Chamber of Commerce
The Richland Free Press, Sidney - Russ Wells
The Sidney Greenhouse - Steve Mullen

I. High School Survey Results

Attached are the results of a survey of area high school students conducted this year. There were two surveys conducted, one of juniors and one of seniors. The survey instrument was administered to all juniors and seniors in attendance on a particular day. This was accomplished through collaboration with an administrator (usually the principal) of the individual schools. The survey of juniors was conducted mainly to determine the level of interest in Dawson's "Early Start Admissions" program. This is a potential strong base for our evening program, especially in Sidney and Baker. The survey of seniors was conducted to give us a preview of next year's incoming traditional students and what their interests might be.

The results are reported under two categories. First the Sidney-Baker Off-Campus sites are reported to show how much potential exists at the sites. These are intended to assist in the development of programs at the sites. The second section reports the results of Glendive and surrounding communities' surveys, which include Glendive, Terry, Richey, Savage, Circle and Wibaux. The main thrust of this second section is more of a status report of the main campus with some implications for the future. This should present an idea of how current programs will meet the upcoming need. The data in these reports provide a critical part of the needs assessment since the traditional student is still the main consistent input to Dawson's enrollment.

I. High School Surveys

A. Sidney - Baker

In February - March a survey of high school Juniors and Seniors was conducted in both Baker and Sidney. The attached is a summary of the responses from each of those schools. (Summaries A and B)

The results of each of these surveys, by community, will be interpreted and combined with data to be collected from two additional surveys; (1) community survey, (2) business/industry survey. This composition will form the primary basis for determining future course and and program direction and offerings for the off-campus centers in each community.

Since the high school seniors are an important potential market for additional student enrollment in the evening college courses at each site; the junior student survey focused on five primary factors: (1) familiarity with the educational programs offered through Dawson; (2) familiarity with the D.C.C. "Early Start Admission's Program"; (3) the number of seniors that would consider enrolling in one or more college courses; (4) what kind of courses would they be interested in taking; and (5) what would be the primary barrier to their taking courses.

Basically, the results are interpreted as follows:

1. Most were not familiar with the education programs offered through Dawson.
2. The majority were not familiar with the "Early Admission Program".
3. A substantial number would consider enrolling in college evening course.
4. Computers, Math, Secretarial, Business, Accounting and Agriculture are primary interest course areas.
5. Work, extra-curricular activities and transportation were the main barriers to enrolling in evening courses.

The primary focus of the Senior Student Survey was to identify the potential strength of the graduating senior class as a market for courses and programs in each of the off-campus centers. The key questions were:

(1) Do you plan to stay in your home area and get full-time employment after graduation; (2) Would you consider enrolling in college level courses in your hometown if available; (3) Would you like to be able to complete your first year or two of college at home; and (4) In what type of college courses would you most like to enroll. These correspond to questions 3, 10, 11 and 12 respectively, on the attached survey summary.

Considering the first three questions above and the survey results from each site, there appears to be a good potential market from both graduating senior classes for strengthening enrollments in courses offered at both sites. Such a conclusion is drawn by combining the positive responses with the uncertain responses. Computers, Business, Math, Secretarial, Accounting and Art appear to be the course areas which attract the majority interest of the high school seniors.

It is significant (at least interesting) that of the total who indicated they had made a decision regarding attending a particular school only two (2) indicated Dawson Community College; both from Baker. Additionally, the response that there were other adult members at home who may be interested in college level courses for credit is very encouraging for course/program development.

As previously mentioned, these results will be combined and evaluated along with the other site survey results and a composite picture of each site developed. Based on this combined information, decisions and future plans will be made for course/program development and implementation at each site.

Baker - 41
Sidney - 94
Total -135

JUNIOR STUDENT SURVEY Summary A

1. In which general high school area do you see yourself enrolled?

B	S	T	
13	24	37	College Prep
2	18	20	Business/Commercial
8	19	27	Vo/Tech
17	34	51	General Education

2. Do you feel your high school courses will be adequate in meeting your future educational and vocational needs?

7	18	25	No
15	38	53	Yes
18	38	56	Uncertain

3. If you continue your education and/or training following high school, which of the following best describes the type of school you would like to attend?

21	43	64	College or University
1	9	10	Junior or Community College
8	17	25	Vo/Tech School
5	7	12	Military
3	7	10	Apprenticeship/On-The-Job Training
2	3	5	Bible School
2	9	11	No further education
1	-	1	Other

4. Are you familiar with the educational programs offered through Dawson Community College?

32	91	123	No
8	3	11	Yes

5. Are you familiar with the Dawson Community College "Early Start Admission" Program for High School Seniors?

29	91	120	No
10	3	13	Yes

6. As a high school senior, would you consider enrolling in one or more freshman level college courses?

7	25	32	No
18	32	40	Yes
17	37	54	Uncertain

7. Is there any particular thing that would make it difficult for you to enroll in an evening course?

17	34	51	No
15	28	43	Yes
7	32	39	Uncertain

8. What would be the main reason?

Work, Sports, Extra Curricular Activities, Transportation

10. If interested in college courses for credit, please indicate (1, 2, 3, below) in order of priority, those in which you would most likely enroll. (3 only) (The results below reflect the ranking of each subject area. Each student ranking of "1" earned 3 points, "2" earned 2 points, and "3" earned 1 point.)

Baker		Sidney	
39	Computers	84	Computers
35	Math	62	Secretary
12	Business	53	Business
12	Agriculture	38	Math
12	Accounting	35	Art
10	Geography	27	Agriculture
9	Psychology	27	Accounting
8	Biology	23	Psychology
7	Secretarial	19	Sociology
7	Foreign Language	17	English
7	Chemistry	15	Biology
6	Sociology	14	Chemistry
6	Art	13	Other: Mechanics
5	English	13	Foreign Language
3	Political Science	9	Literature
2	Literature	9	Political Science
		3	Geography

Baker - 60
Sidney - 78
138

SENIOR STUDENT SURVEY Summary B

1. In which general high school area do you see yourself currently enrolled?

B	S	T	
16	22	38	College Prep
16	18	34	Business/Commercial
11	12	23	Vo/Tech
17	27	44	General Education

2. Do you feel your present school courses are adequate in meeting your future educational and vocational needs?

9	11	20	No
39	48	87	Yes
11	18	29	Uncertain

3. What type of education or training do you plan to pursue after leaving high school?

29	38	67	College or University
9	11	20	Junior or Community College
11	8	19	Vo/Tech School
3	4	7	Military
1	1	2	Apprenticeship/On-The-Job Training
3	1	4	Bible School
5	12	17	No further education
2	1	3	Other

4. Do you plan on getting a full-time job directly after graduation?

25	27	52	No
29	32	61	Yes
6	17	23	Uncertain

5. Do you plan to get full-time employment here in your home area after graduation?

39	35	74	No
10	24	34	Yes
17	21	38	Uncertain

6. Have you made a decision to attend a particular school?

26	42	68	No
31	33	64	Yes

7. If yes, what school?

Only (2) two out of 138 surveys specified Dawson Community College, Both from Baker. 26 said they have considered Dawson Community College. (19%)

8. Have you considered Dawson Community College in your plans following high school graduation?

48	64	112	No
12	14	26	Yes

10. After you graduate, would you enroll in college-level courses for credit here in your hometown if they are available?

21	42	63	No
20	16	36	Yes
20	20	40	Uncertain

11. Would you like to be able to complete your first year or possible your first two years of college right here at home?

38	49	87	No
8	19	27	Yes
12	9	21	Uncertain

12. Please indicate (1, 2, 3, below), in order of priority, those college-level courses you would most likely enroll in if offered locally.

Baker		Sidney	
53	Computer	71	Business
35	Secretarial	70	Computer
34	Business	43	Math
27	Math	35	Accounting
21	Accounting	34	Secretarial
15	Psychology	17	Art
13	English	15	English
13	Biology	12	Psychology
13	Art	11	Agriculture
11	Agriculture	10	Biology
11	Sociology	9	Chemistry
10	Political Science	6	Literature
6	Literature	6	Sociology
3	Chemistry	4	Political Science
1	Foreign Language	1	Foreign Language

13. Are there any additional adult members in your family who would consider enrolling in college-level courses for credit if offered here in your home area?

21	46	67	No
21	12	33	Yes
15	16	31	Uncertain

14. I (My Parents) would like to be on your Fall mailing list of courses to be offered.

13 Responses (10-Baker, 3-Sidney)

15. I would like more information concerning programs offered through Dawson Community College.

14 Responses (9-Baker, 5-Sidney)

I. High School Survey

B. Glendive & Surrounding Communities

1. Methodology.

A survey of Dawson area high school students was conducted in Feb.-Mar, 1983. The questions were generally repeats of those asked by the Northwest Laboratory in 1976. This, of course, provides us with a common unit of analysis. Thus, the study may serve as a chronological as well as a geographical-demographical measure.

2. Results

The essential perception of academic background in the region remains unchanged. In 1976, 30.4 percent of the students saw themselves as "college prep" and in 1983, 31.8 percent place themselves in that category. There has been a slight increase in the number of people who plan to attend college after high school (57.7% in 1976 and 62.8% in 1983.) There is a sizable drop in the number of students that indicate that they plan "no further education" (17.4% in 1976 to 6.0% in 1983.) Thus, there seems to be a greater awareness of the need to advance one's education beyond high school among today's students.

However, this gain in awareness is not reflected as a gain for Dawson Community College. Among high school seniors only 34.6 percent indicated that they had even considered Dawson Community College in their college plans! Among juniors a full 85 percent were not familiar with programs offered at Dawson. Whereas it may be expected that most juniors are not aware of college programs, it would appear that the juniors overall attitude toward Dawson Community College is not apathetic but somewhat hostile to the institution. Less than 40 percent of either juniors or seniors would be interested in being on our Fall mailing list. Whereas 28 out of 97 seniors in 1976 indicated

their intention to attend Dawson Community College, only 17 out of 87 did so in 1983 - a drop from 28.9 percent to 19.5 percent.

Among high school juniors there is very little awareness of Dawson's "Early Start Admission" program (only 15%.) However, once the program was explained to them, albeit briefly, 41 percent stated they would be interested in enrolling in courses during their senior year and another 41 percent indicated that they were uncertain. It seems that it would be well worth the effort to encourage school counselors to inform their students of this opportunity. Even though many of the students would not be able to qualify for the program they should at least be aware that it exists.

The reasons given by seniors for not considering Dawson Community College in their plans are essentially the same as those given in 1976. This would indicate that problems cited in the Northwest Laboratory report continue to exist and, considering the decline in interest, have degenerated to a degree. It would behoove Dawson Community College to educate school administrators in the area on the community college philosophy. The lack of interest is not due to failings of Dawson Community College itself but to a deficiency of accurate information related to the value of a community college (e.g. lower cost, smaller classes, transferability, etc.)

The courses ranked the highest among juniors and seniors are already offered by Dawson Community College. Generally, these are computers, business, math and accounting. However, the students are not aware that these are offered and have been articulated with the University System. The order of courses preferences are listed in the survey results (Summaries C and D.)

3. Recommendations

Summarily, it would do well for Dawson Community College to establish a better rapport with area high school administrators. This should take the form of conveying the benefits of a community college to the students. Counselors need to understand that Dawson Community College provides the first two years of college and is not an extension of high school. Further, it should be conveyed that the quality of classes is the same as attending a university for 100 and 200 level courses. In many cases courses at these levels can be shown as an improvement due to better access to the faculty by the student. The traditional student cannot be taken for granted. As a part of the service to the community mission it must be made clear that there are many advantages to attending Dawson Community College.

238 Surveys JUNIOR STUDENT SURVEY Summary C

1. In which general high school area do you see yourself enrolled?

76 College Prep
46 Business/Commercial
40 Vo/Tech
76 General Education

2. Do you feel your high school courses will be adequate in meeting your future educational and vocational needs?

17 No
137 Yes
65 Uncertain

3. If you continue your education and/or training following high school, which of the following best describes the type of school you would like to attend?

106 College or University
42 Junior or Community College
40 Vo/Tech School
14 Military
19 Apprenticeship/On-The-Job Training
6 Bible School
13 No further education
8 Other

4. Are you familiar with the educational programs offered through Dawson Community College?

202 No (84.88%)
36 Yes

5. Are you familiar with the Dawson Community College "Early Start Admission" Program for High School Seniors?

201 No (84.46%)
37 Yes

6. As a high school senior, would you consider enrolling in one or more freshman level college courses?

43 No (18%)
97 Yes
98 Uncertain

7. Is there any particular thing that would make it difficult for you to enroll in an evening course?

66 No
98 Yes
74 Uncertain

8. What would be the main reason?

Work	50
Other Activities	34
Distance	20
H.S. Sports	19
H.S. Work (Studies)	14
Money	2
Military	1
You Don't Need to Know	1

9. I would like to be on your Fall mailing list of courses to be offered locally.

124 Responses

10. If interested in college courses for credit, please indicate (1, 2, 3, below) in order of priority, those in which you would most likely enroll. (3 only) (The results below reflect the ranking of each subject area. Each student ranking of "1" earned 3 points, "2" earned 2 points, and "3" earned 1 point.)

183	Computers	11	Other:	VoTech
158	Math	7	Other:	Journalism
126	Business	6	Other:	Cosmotology
96	Accounting	4	Other:	P.E.
94	Agriculture	4	Other:	History
79	Biology	4	Other:	Vet. Tech.
78	Psychology	4	Other:	Home Ec.
72	Chemistry	3	Other:	Welding
64	English	3	Other:	Flight School
57	Art	3	Other:	Electrical Engineering
57	Secretarial	3	Other:	Electronics
27	Foreign Language	3	Other:	Special Ed.
26	Literature	2	Other:	Auto Body
19	Sociology	2	Other:	Public Relations
18	Other: Mechanics	2	Other:	Medicine
14	Political Science	2	Other:	Theology
12	Geography	1	Other:	Modeling
12	Other: Music	1	Other:	Signing

211 Surveys SENIOR STUDENT SURVEY Summary D

1. In which general high school area do you see yourself currently enrolled?

67 College Prep
25 Business/Commercial
38 Vo/Tech
81 General Education

2. Do you feel your present school courses are adequate in meeting your future educational and vocational needs?

28 No
107 Yes
77 Uncertain

3. What type of education or training do you plan to pursue after leaving high school?

96 College or University
38 Junior or Community College
33 Vo/Tech School
13 Military
8 Apprenticeship/On-The-Job Training

4. Do you plan on getting a full-time job directly after graduation?

69 No
92 Yes
50 Uncertain

5. Do you plan to get full-time employment here in your home area after graduation?

83 No
54 Yes
74 Uncertain

6. Have you made a decision to attend a particular school?

124 No
87 Yes

7. If yes, what school?

Dawson Community College	17
Montana State University	14
Others	13
Eastern Montana College	11
Billings Vo-Tech	6
Dickinson State	5
North Dakota State School Science	5
Carroll College	4
Billings Vo-Tech	4
Northern Montana College	3
University of Montana	3
Miles Community College	2

8. Have you considered Dawson Community College in your plans following high school graduation?

138 No (65.4%!!)
73 Yes

9. If you answered "no" to the above question, please explain why.

Don't like Glendive/Too Close	33
Doesn't have courses desired	30
Other plans	17
Want a 4-Year School	7
Too Small	5
Low Standard	3
Not a Good School	3
Credits Don't Transfer	2
No More School	2
No Football	1
Money	1
Lack of Facilities	1
Don't know what's offered	1
No job placement	1

10. After you graduate, would you enroll in college-level courses for credit here in your hometown if they are available?

83 No
52 Yes
76 Uncertain

11. Would you like to be able to complete your first year or possible your first two years of college right here at home?

116 No
14 Yes
81 Uncertain

12. Please indicate (1, 2, 3, below), in order of priority, those college-level courses you would most likely enroll in if offered locally.

158	Business	10	Other: Diesel Mechanics
128	Computers	7	Other: Fashion Design
107	Accounting	6	Other: Engineering
96	Math	6	Other: El. Educ.
90	Agriculture	6	Other: Law Enforcement
58	Secretarial	5	Other: Heavy Machinery
53	Biology	3	Other: Physical Theraphy
51	Psychology	3	Other: Bible
51	Chemistry	3	Other: Communication
47	English	3	Other: Welding
41	Art	3	Other: Dental
41	Foreign Language	3	Other: Interior Design
39	Sociology	3	Other: Forestry
26	Political Science	3	Other: Drama
23	Other: Mechanics	2	Other: Marketing
17	Literature	2	Other: History
16	Other: Electronics	2	Other: Steel Construction
13	Other: Music	2	Other: Electroplating
13	Other: Vo-Tech	1	Other: Petroleum Tech.
11	Other: Cosmotology	1	Other: Social Work
11	Other: Auto Body	1	Other: Pharmacy
11	Other: P.E.	1	Other: Physics

13. Are there any additional adult members in your family who would consider enrolling in college-level courses for credit if offered here in your home area?

119	No
38	Yes
54	Uncertain

14. I (My Parents) would like to be on your Fall mailing list of courses to be offered.

36 Responses

15. I would like more information concerning programs offered through Dawson Community College.

41 Responses

II. Community Survey Results

A. Sidney - Baker

1. The Sidney Community Survey: An Overview

* SEE SUMMARY "E" FOR NUMERICAL TABULATIONS *

450 Total number of surveys randomly distributed

74 Total number returned = 16%

-19 Returned unanswered

55 Subtotal of surveys returned

- 6 Completed the first page only

49 Total "Completed" surveys returned = 10%

As indicated above, the completed Community Survey response rate was 10% from Sidney. This figure was disappointing and makes the task of determining any valid results from this survey difficult at best. Based on the general nature of the statements made in the General Comments section of the survey, it is highly probable that a majority of the responses come from "loyal students" or the relatives of students who have taken Dawson Community College extension classes in Sidney during the past two years. This makes it nearly impossible therefore, to extrapolate the results of any specific question to the general population of the community. It should be noted, however, that the general response pattern of survey questions does parallel very closely the question response pattern of both the Baker Community Survey and the Glendive Area Community Survey.

2. The Baker Community Survey: An Overview

* SEE SUMMARY "F" FOR NUMERICAL TABULATIONS *

240 Total number of surveys randomly distributed

50 Total number returned = 20%

- 3 Returned unanswered

47 Total "Completed" surveys returned = 19%

In contrast, the community survey response rate of 19 percent from Baker was nearly double that of Sidney. For a mail-back survey instrument randomly distributed this response rate is considered "acceptable." Baker is a more homogeneous community, which may in part account for the better response rate. It is much smaller (approximately 1,000 households). There is a smaller transient segment of the population. Baker is more geographically isolated than Sidney or Glendive and is perceived to have a stronger "sense of community." Although the comments from the general response section also reflect a degree of loyalty from past students of Dawson Community College extension courses, it is felt that the Baker survey results can be more accurately extrapolated to the general population of the community.

3. The Results: Sidney and Baker

As a result of the generally poor response rate from Sidney and the strong similarity of response patterns from both communities a combined question-by-question summary of both community surveys will be given with any major differences identified.

a. Question 1.1 (Sex)

In both community surveys the persons responding to the survey are heavily skewed in favor of the female - approximately 80 percent of all survey responses. This may, in part, account for some of the similarity in response patterns from both communities. For some survey questions this may also result in certain preferences based on gender and should be taken into account when analyzing or reviewing the survey results.

b. Question 1.2 (Age Category)

Generally, the age spread of respondents from both communities was good and not favoring any particular age category. The 60/over category from Sidney indicates there were 10 respondents. It was six from this group who completed the first page of the survey only as indicated in part one of this section.

c. Question 1.3 (Highest Grade Completed)

In both communities, just over 60 percent of all respondents have completed from 12 to 14 years of education. Considering this to be the general target population of Dawson's two year programs, such a figure would indicate, on the surface, a potentially strong market for community college level courses and programs in both communities.

d. Question 1.4 (Familiarity with Dawson Community College)

With only 2 percent of the respondents "very familiar" with Dawson Community College; approximately 54 percent "somewhat familiar" and the remaining 44 percent "not at all familiar" in both communities it appears that a well developed marketing program should be considered. Each of the respective "centers" and the "home-campus" in Glendive should be included in this effort for each community.

e. Question 2.2 (Dawson Community College in This Area of the State)

Overwhelmingly, (over 90 percent of the respondents) in both communities, support the idea of a community college in this area of the state.

f. Question 2.3 (Dawson Community College in Your Community)

Again, overwhelmingly, (over 90 percent) the respondents from both communities indicate that a branch of Dawson Community College is desirable and beneficial to themselves and other local residents in their community.

g. Question 3.1 (Earning College Credit)

A majority of the respondents from Baker 66 percent indicated that earning college credit was important to them while 42 percent from Sidney indicated it as important. Question 3.1 was intended to correlate with question 3.2, but without additional data and further analysis no firm conclusions can be drawn.

h. Question 3.2 (Level of Credit Course)

This question, along with question 3.1, was included in the survey to determine the level of need for lower division college courses for credit; the primary product of Dawson Community College. From the results obtained, no significant need is discernable at any level except that "any courses for credit" (for self-improvement) showed a stronger response in both communities than those course levels leading to a degree. This may warrant a follow-up study of those who complete courses at both centers during the coming year to determine more accurately whether our students (customers) are buying "self-improvement" or a "degree" (courses/programs). The results could affect the future Dawson Community College Centers' marketing strategy for attracting, recruiting and retaining students.

i. Question 4.1 (During the Week or Weekends)

Just over 60 percent of all respondents from both communties indicated that they preferred educational activities during the week as opposed to the weekend. Include with this those who did not answer or indicated no preference and clearly Dawson seems to be offering what people want.

j. Question 4.2 (Length in Weeks)

Again, a majority of all respondenta; 63 and 70 percent respectively, indicated long term weekly classes are the most desirable. The total length of terms should be determined by subject matter content.

k. Question 4.3 (Time of Year)

Respondents were asked to indicate the two best times of year for them to take educational classes, clearly fall (September-December) and winter (January-March) are considered the best times of the year.

l. Question 5.1 (Deterrents to Taking Classes)

The response pattern from both communities on this question is very similar. Remember, approximately 80 percent of the respondents are female. A general scenario of responses reads as follows: money appears to be a minor problem so many are working which requires child care which leaves them no time and therefore the time courses are offered is not convenient. This is a gross interpretation and should be studied in further detail.

m. Question 6.1 (Home Management and Domestic Skills)

Again, the response pattern from both communities was virtually identical. The five major interest categories are: Home Repairs, Landscaping, Gardening, Interior Decorating and Furniture Refinishing. The Baker respondents also showed an interest in Woodworking while the Sidney respondents showed an interest in Auto Maintenance.

n. Question 6.2 (Farm and Ranch Activities)

A large number of respondents from both communities showed very little interest in this category. However, two factors may account for this and therefore additional study may be necessary. First, the surveys were conducted in town and therefore may not reflect rural feelings. Second, the high number of female respondents may account for a portion of the high number indicating a lack of interest.

There was consistency among those who did respond from both communities. The five major interest categories are: Welding, Farm Planning, Agri-Business, Ag. Computer Applications and Engine Repair.

o. Question 6.3 (Vocational/Occupational Activities)

There was some interest shown through the whole range of activities listed. Again, there was consistency among the respondents from both communities as to the primary areas of interest. These are: Bookkeeping/Accounting, Photography, Computer Literacy and Computer Programming. The general area of "Office Practices" to include Typing, Shorthand, and Business Machines also showed some interest but to a lesser degree.

p. Question 6.4 (Enrichment Activities)

This category of activities is considered to consist of Community Service Activities by Dawson Community College that are not presently offered through their off-campus centers. These activities are offered through the local adult education program or county extension services. Those activities generating the strongest interest are: First Aid & CPR, Estate Planning, Stocks and Bonds, Vocabulary Building, Gourmet Cooking, Creative Writing and Speed Reading.

q. Question 6.5 (Recreation and Sporting Activities)

The responses in this category were very diverse. The only two which showed any consistency between both communities were volleyball and tennis. Swimming showed a strong interest in Baker. Their new indoor pool opens this fall.

r. Question 6.6

The original question was eliminated during the development phase of the survey and the number sequence was not corrected.

s. Question 6.7 (College Educational Program)

Interest from both communities ranged over the whole menu of listed program area possibilities. The only program with high interest and consistency between both communities was Computer Science. Every course offered last year dealing with computers in both communities was enthusiastically recieved and this response may reflect a continuation of that enthusiasm.

In Baker, Business and Psychology also showed moderate interest. In Sidney, Art, Mathematics, Education and Health were moderate interest program areas.

Refer to comments of Questions 1.3, "highest grade completed" and 3.2, "level of course credit." The potential student market of the former question and the diversity of responses shown in this question may support the need to do a follow-up this coming year of students who take courses at the off-campus centers to answer the question of "why" they take the classes offered. Do the responses to this question actually reflect long-term program (degree) interest over the whole range of program areas or are the center students buying short-term "self-improvement" over a variety of personal interest areas? Is the high interest in computer science a program interest or self-improvement interest?

What are the buying motives of the off-campus center students and do they correspond to what the institution is selling? This strikes close to the heart of the Centers' marketing strategy and has strong implications for attracting, recruiting and retaining students at the off-campus centers.

4. Conclusions

There is very strong support for the community college idea in this area of the state. There is also very strong support for the efforts of Dawson Community College to develop community college off-campus centers in Sidney and Baker. The extension classes which Dawson Community College has offered in both communities have been very well recieved. However, the real work toward fully established centers has just begun. For present planning purposes the times of year courses are being offered, their length in weeks, and the days of the week they are being offered is acceptable. There appears to be a strong potential student market in both communities for the off-campus centers. From all indications this effort should continue to proceed with renewed force and vigor.

Several areas will require further study and analysis during the coming year. Generally, these include: credit vs non-credit offerings, the level of credit issue; more specific information regarding deterrents to taking classes and a more concise definition of "familiarity" with Dawson Community College. Why are students taking the courses offered - to pursue a degree, for self-Improvement or for any other notable reason? Can Dawson Community College expect the off-campus centers to be "feeder" centers to the main

campus? What other services (student, administrative, etc.) do the center students want/need?

In general, these areas are student-centered. They focus on those students who have recently taken courses at the off-campus centers, but more specifically they relate to those students who will enroll in courses at the centers during the coming years.

5. Recommendations

a. Review Dawson Community College records for those individuals who have taken courses at the off-campus centers during the past two years and attempt to construct a profile of those who have taken courses. Include both demographic and educational history.

b. Develop a survey instrument and conduct a follow-up survey of former center students (mail-out, phone or personal interview). Attempt to determine "who" (profile) are taking courses, "why" (motives) are they taking courses "what recommendations" (improvements) do they have.

c. Initiate a similar survey as above to be administered at registration for courses offered during the coming year and thereafter.

d. Conduct a follow-up evaluation for each course offered during the year.

e. Summarize all data gathered and develop a formal consumer-oriented Marketing Plan for each off-campus center. Implement the plan in 1984-85; review and revise the strategy annually thereafter.

DAWSON COMMUNITY COLLEGE * * * COMMUNITY EDUCATION SURVEY

SIDNEY

19 I PREFER NOT TO COMPLETE THIS SURVEY AND AM RETURNING IT TO YOU IN THE ENVELOPE PROVIDED.

1.0 Personal Background

1.1) Sex

(1) Male - 8 (2) Female - 44 (3) Unknown - 2

1.2) Would you mind revealing your general age category?

(0) no response = 0
(1) 18-19 = 0
(2) 20-24 = 8
(3) 25-34 = 11
(4) 35-44 = 13
(5) 45-54 = 6
(6) 55-59 = 6
(7) 60/over = 10

1.3) What is your highest grade of school complete?

(-) = 0
(8) = 2
(9) = 0
(10) = 1
(11) = 0
(12) = 22
(13) = 3
(14) = 8
(15) = 4
(16) = 9
(17) = 2
(18) = 2
(+) = 1

74 of 450 Returned = 16%
−19 unanswered
55
− 6 Completed first page only (age)
49 Completed Surveys returned
= 10%

2.0 Educational Need

2.1) How familiar are you with Dawson Community College in Glendive?

(1) Not at all familiar (2) Somewhat familiar (3) Very familiar

(1) = 22
(2) = 30
(3) = 2

2.2) Do you feel that it is important to have a community college like Dawson Community College in this area of the state?

(1) No (2) Undecided (3) Yes

(1) = 0
(2) = 4
(3) = 50

2.3) Do you feel that a branch of Dawson Community College here in your community is desirable and beneficial to yourself and/or other local residents?

(1) No (2) Undecided (3) Yes

(1) = 0
(2) = 4
(3) = 50

3.0 Educational Credits

3.1) Is earning college credit for educational activities important to you?
(1) No (2) No Preference (3) Yes

(1) = 14
(2) = 17
(3) = 23

3.2) If your answer to the previous question was yes, which of the following would you be interested in? Please select only one.

(0) Not Applicable
(1) Lower Division Courses for Credit (Freshman, Sophomore level toward a 2-year degree)
(2) Upper Division Courses for Credit (Junior, Senior level toward completion of bachelor's degree)
(3) Any Courses for Credit (For self improvement)
(4) Post Graduate Courses for Credit (Beyond bachelor's degree)

N.A.= 26
(0) = 5
(1) = 5
(2) = 1
(3) = 15
(4) = 3

4.0 Preferred Conditions for Learning

4.1) Would you prefer educational activities during the week, or on weekends?

(0) No Preference
(1) Week
(2) Weekends

N.A.= 8
(0) = 8
(1) = 35
(2) = 4

4.2) If you had your choice, how long (in weeks) should an educational activity be?

(0) No Preference
(1) Less than one week (short-term) Concentrated Seminars/Workshops
(2) More than one week (long-term) Weekly classes, length determined by subject matter/activity

N.A.= 8
(0) = 3
(1) = 9
(2) = 34

4.3) What would be the best time of year for you to take educational classes? (Please indicate best two)

(0) No preference
(1) Fall (September - December)
(2) Winter (January - March)
(3) Spring (April - June)
(4) Summer (July - August)

N.A.= 8
(0) = 4
(1) = 30
(2) = 30
(3) = 7
(4) = 8

5.0 Reasons You Would Not Take Educational Activities

5.1) From the list below, please indicate the reason(s) that make it hard for you to take an educational activity in your community ?

(0) Not Applicable
(1) Transportation
(2) Work
(3) No time
(4) Child care
(5) Health
(6) Money
(7) Time courses offered not convenient
(8) Feel D. C. C. has poor programs
(9) Other_____
(10) Not aware of classes
(11) Competition for grades
(12) Courses not appealing
(13) Distance to travel
(14) Admission requirements

NA = 31 (Actual Count)
(0) = 7 (Actual Count)

Weighted Count
(1) = 7
(2) = 42
(3) = 29
(4) = 20
(5) = 2
(6) = 17
(7) = 32
(8) = 1
(9) = 6
(10) = 21
(11) = 1
(12) = 26
(13) = 2
(14) = 2

6.0 Educational Activities

From the lists below please select up to three choices of the educational activities you or members of your family would **probably** take if they were offered at a suitable time. DO NOT SELECT MORE THAN THREE IN EACH CATEGORY PLEASE. If your choice is not listed, please specify under "Other".

6.1) Home Management & Domestic Skill Activities (For "do it your-selfers")

(0)	No category interest	(h)	Upholstery
(a)	Roof Maintenance	(i)	Interior Decorating
(b)	Air Conditioning	(j)	Furniture Refinish
(c)	Plumbing	(k)	Home Electronics
(d)	Home Repairs	(l)	Auto Maintenance
(e)	Landscaping	(m)	Appliance Repair
(f)	Gardening	(n)	Woodworking
(g)	Other_____		

NA = 14 (Actual Count)
(0) = 7 (Actual Count)

Weighted Count
(a) = 0
(b) = 0
(c) = 5
(d) = 29
(e) = 33
(f) = 31
(g) = 0
(h) = 18
(i) = 32
(j) = 21
(k) = 9
(l) = 27
(m) = 8
(n) = 14

6.2) Farm and Ranch Activities (For a more efficient operation)

(0) No interest
(a) Welding
(b) Pasture Improvement
(c) Predator Control
(d) Farm Planning
(e) Agri-Business
(f) Agri-Marketing
(g) Ag. Computer Applications
(h) Slaughter & Butchering
(i) Cattle Care & Control
(j) Engine Repair
(k) Other_____

NA = 17 (Actual Count)
(0) = 25 (Actual Count)

Weighted Count
(a) = 19
(b) = 4
(c) = 0
(d) = 12
(e) = 18
(f) = 6
(g) = 11
(h) = 5
(i) = 6
(j) = 9
(k) = 3

SIDNEY COMMUNITY EDUCATION SURVEY

6.3) Vocational/Occupational Activities (For employment and/or skill improvement)

(o)	No interest	(l)	Computer Programming
(a)	Real Estate	(m)	Marketing
(b)	Typing	(n)	Job Finding
(c)	Shorthand	(o)	Public Speaking
(d)	Business Machines	(p)	Effective Writing
		(q)	Human Relations Training
(e)	Bookkeeping	(r)	Banking
(f)	Data Process.	(s)	Mechanical Drawing
(g)	Accounting	(t)	Medical Secretary
(h)	Photography	(u)	Legal Secretary
(i)	Salesmanship	(v)	Emergency Med. Training
(j)	Bus. Law	(w)	Other_____
(k)	Computer literacy		

NA = 14 (Actual Count)
(0) = 1 (Actual Count)

Weighted Count
(a) = 9
(b) = 11
(c) = 3
(d) = 11
(e) = 34
(f) = 10
(g) = 11
(h) = 44
(i) = 14
(j) = 5
(k) = 31
(l) = 35
(m) = 2
(n) = 0
(o) = 8
(p) = 7
(q) = 16
(r) = 3
(s) = 1
(t) = 6
(u) = 0
(v) = 9
(w) = 1

6.4) Enrichment Activities (For Fun and Self-Improvement)

(o)	No interest	(j)	Game Dressing
(a)	Know Your School & Its Finance	(k)	Time Management
(b)	Reading Improvement	(l)	Assertiveness Training
(c)	Speed Reading	(m)	First Aid & CPR
(d)	Creative Writing	(n)	Family Finance
(e)	Vocabulary Building	(o)	Leather Craft
(f)	Estate Planning	(p)	Drug Use and Abuse
(g)	Stocks & Bonds	(q)	Jewerly Making
(h)	Stress Mgmt.	(r)	Oil Painting
(i)	Macrame	(s)	Drawing
		(t)	Gourmet Cooking
		(u)	Agate Collecting
		(v)	Other_____

NA = 7 (Actual Count)
(0) = 3 (Actual Count)

Weighted Count
(a) = 0
(b) = 15
(c) = 15
(d) = 17
(e) = 20
(f) = 19
(g) = 22
(h) = 19
(i) = 13
(j) = 4
(k) = 13
(l) = 11
(m) = 21
(n) = 12
(o) = 6
(p) = 2
(q) = 4
(r) = 12
(s) = 16
(t) = 15
(u) = 3
(v) = 8 (Nutrition, Calligraphy, Russian Culture, Ceramics, Needlepoint)

6.5) Recreation and Sport Activities (For Personal Enjoyment)

Please write down the names of two sport or recreation activities in which you would participate if offered locally.

4		No Answer
13	(0)	No Interest
9		Golf
9		Volleyball
5		Tennis
5		Aerobics

Other Activities that were listed:

Basketball
Bowling
Boating
Fishing
Hockey
Swimming
Archery
Cross Country Skiing
Ballroom Dancing
Baseball
Rollerskating
Racquetball
Hunting
Horseshoes
Figureskating
Yoga

6.7) College Educational Programs (Toward receiving a degree)

(a)	Agriculture	(n)	History
(b)	Art	(o)	Human Services
(c)	Biology	(p)	Humanities
(d)	Business	(q)	Journalism
(e)	Chemistry	(r)	Library Science
(f)	Computer Science	(s)	Mathematics
(g)	Education	(t)	Music
(h)	Engineering	(u)	Physics
(i)	English	(v)	Political Science
(j)	Foreign Language	(w)	Psychology
(k)	Geography	(x)	Recreation
(l)	Geology	(y)	Religion
(m)	Health	(z)	Sociology

(1.) Other

NA = 12 (Actual Count)

Weighted Count
(a) = 1
(b) = 10
(c) = 2
(d) = 3
(e) = 0
(f) = 13
(g) = 8
(h) = 3
(i) = 2
(j) = 2
(k) = 4
(l) = 2
(m) = 8
(n) = 1
(o) = 6
(p) = 2
(q) = 3
(r) = 1
(s) = 9
(t) = 2
(u) = 0
(v) = 5
(w) = 4
(x) = 2
(y) = 3
(z) = 0
(1.) = 3 (Home Economics, Interior Decorating, Gourmet Cooking)

DAWSON COMMUNITY COLLEGE * * * COMMUNITY EDUCATION SURVEY

BAKER

3 I PREFER NOT TO COMPLETE THIS SURVEY AND AM RETURNING IT TO YOU IN THE ENVELOPE PROVIDED.

1.0 Personal Background

1.1) Sex

(1) Male - 11 (2) Female - 36

1.2) Would you mind revealing your general age category?

(0) no response = 0 (4) 35-44 = 8
(1) 18-19 = 0 (5) 45-54 = 5
(2) 20-24 = 7 (6) 55-59 = 4
(3) 25-34 = 21 (7) 60/over = 2

1.3) What is your highest grade of school complete?

(-) = 0
(8) = 0
(9) = 0
(10) = 1
(11) = 0
(12) = 18
(13) = 12
(14) = 0
(15) = 1
(16) = 8
(17) = 5
(18) = 0
(+) = 2

50 of 240 Returned = 20%
— 3 unanswered
47 Completed Surveys Returned
= 19%

2.0 Educational Need

2.1) How familiar are you with Dawson Community College in Glendive?

(1) Not at all familiar (2) Somewhat familiar (3) Very familiar

(1) = 21
(2) = 25
(3) = 1

2.2) Do you feel that it is important to have a community college like Dawson Community College in this area of the state?

(1) No (2) Undecided (3) Yes

(1) = 0
(2) = 4
(3) = 43

2.3) Do you feel that a branch of Dawson Community College here in your community is desirable and beneficial to yourself and/or other local residents?

(1) No (2) Undecided (3) Yes

(1) = 0
(2) = 5
(3) = 42

3.0 Educational Credits

3.1) Is earning college credit for educational activities important to you?
(1) No (2) No Preference (3) Yes

(1) = 4
(2) = 12
(3) = 31

3.2) If your answer to the previous question was yes, which of the following would you be interested in? Please select only one.

(0) Not Applicable
(1) Lower Division Courses for Credit (Freshman, Sophomore level toward a 2-year degree)
(2) Upper Division Courses for Credit (Junior, Senior level toward completion of bachelor's degree)
(3) Any Courses for Credit (For self improvement)
(4) Post Graduate Courses for Credit (Beyond bachelor's degree)

N.A.= 12 (No answer given)
(0) = 3
(1) = 8
(2) = 5
(3) = 12
(4) = 7

4.0 Preferred Conditions for Learning

4.1) Would you prefer educational activities during the week, or on weekends?

(0) No Preference
(1) Week
(2) Weekends

N.A.= 1 (No answer given)
(0) = 11
(1) = 28
(2) = 7

4.2) If you had your choice, how long (in weeks) should an educational activity be?

(0) No Preference
(1) Less than one week (short-term) Concentrated Seminars/Workshops
(2) More than one week (long-term) Weekly classes, length determined by subject matter/activity

N.A.= 1 (No answer given)
(0) = 10
(1) = 5
(2) = 32

4.3) What would be the best time of year for you to take educational classes? (Please indicate best two)

(0) No preference
(1) Fall (September - December)
(2) Winter (January - March)
(3) Spring (April - June)
(4) Summer (July - August)

N.A.= 1 (No answer given)
(0) = 5
(1) = 27
(2) = 32
(3) = 7
(4) = 5

5.0 Reasons You Would Not Take Educational Activities

5.1) From the list below, please indicate the reason(s) that make it hard for you to take an educational activity in your community ?

(0) Not Applicable
(1) Transportation
(2) Work
(3) No time
(4) Child care
(5) Health
(6) Money
(7) Time courses offered not convenient
(8) Feel D. C. C. has poor programs
(9) Other_____
(10) Not aware of classes
(11) Competition for grades
(12) Courses not appealing
(13) Distance to travel
(14) Admission requirements

NA = 23 (Actual Count)
(0) = 6 (Actual Count)

Weighted Count
(1) = 0
(2) = 33
(3) = 19
(4) = 34
(5) = 3
(6) = 36
(7) = 25
(8) = 0
(9) = 5
(10) = 8
(11) = 7
(12) = 14
(13) = 10
(14) = 3

6.0 Educational Activities

From the lists below please select up to three choices of the educational activities you or members of your family would probably take if they were offered at a suitable time. DO NOT SELECT MORE THAN THREE IN EACH CATEGORY PLEASE. If your choice is not listed, please specify under "Other".

6.1) Home Management & Domestic Skill Activities (For "do it your-selfers")

(0) No category interest
(a) Roof Maintenance
(b) Air Conditioning
(c) Plumbing
(d) Home Repairs
(e) Landscaping
(f) Gardening
(g) Other_____
(h) Upholstery
(i) Interior Decorating
(j) Furniture Refinish
(k) Home Electronics
(l) Auto Maintenance
(m) Appliance Repair
(n) Woodworking

NA = 11 (Actual Count)
(0) = 6 (Actual Count)

Weighted Count
(a) = 0
(b) = 9
(c) = 6
(d) = 38
(e) = 31
(f) = 19
(g) = 0
(h) = 9
(i) = 35
(j) = 22
(k) = 9
(l) = 13
(m) = 8
(n) = 22

6.2) Farm and Ranch Activities (For a more efficient operation)

(0)	No interest	(f)	Agri-Marketing
(a)	Welding	(g)	Ag. Computer Applications
(b)	Pasture Improvement	(h)	Slaughter & Butchering
		(i)	Cattle Care & Control
(c)	Predator Control	(j)	Engine Repair
(d)	Farm Planning	(k)	Other_____
(e)	Agri-Business		

NA = 10 (Actual Count)
(0) = 21 (Actual Count)

Weighted Count
(a) = 26
(b) = 7
(c) = 2
(d) = 15
(e) = 16
(f) = 9
(g) = 20
(h) = 9
(i) = 5
(j) = 15
(k) = 3

6.3) Vocational/Occupational Activities (For employment and/or skill improvement)

(o)	No interest	(l)	Computer Programming
(a)	Real Estate	(m)	Marketing
(b)	Typing	(n)	Job Finding
(c)	Shorthand	(o)	Public Speaking
(d)	Business Machines	(p)	Effective Writing
		(q)	Human Relations Training
(e)	Bookkeeping	(r)	Banking
(f)	Data Process.	(s)	Mechanical Drawing
(g)	Accounting	(t)	Medical Secretary
(h)	Photography	(u)	Legal Secretary
(i)	Salesmanship	(v)	Emergency Med. Training
(j)	Bus. Law	(w)	Other_____
(k)	Computer literacy		

NA = 12 (Actual Count)
(0) = 11 (Actual Count)

Weighted Count
(a) = 8
(b) = 10
(c) = 15
(d) = 5
(e) = 14
(f) = 6
(g) = 23
(h) = 24
(i) = 3
(j) = 10
(k) = 39
(l) = 34
(m) = 2
(n) = 5
(o) = 7
(p) = 7
(q) = 3
(r) = 9
(s) = 4
(t) = 7
(u) = 3
(v) = 13
(w) = 0

6.4) Enrichment Activities (For Fun and Self-Improvement)

(o)	No interest	(j)	Game Dressing
(a)	Know Your School & Its Finance	(k)	Time Management
		(l)	Assertiveness Training
(b)	Reading Improvement	(m)	First Aid & CPR
		(n)	Family Finance
(c)	Speed Reading	(o)	Leather Craft
(d)	Creative Writing	(p)	Drug Use and Abuse
(e)	Vocabulary Building	(q)	Jewerly Making
		(r)	Oil Painting
(f)	Estate Planning	(s)	Drawing
(g)	Stocks & Bonds	(t)	Gourmet Cooking
(h)	Stress Mgmt.	(u)	Agate Collecting
(i)	Macrame	(v)	Other_____

NA = 13 (Actual Count)
(O) = 4 (Actual Count)

Weighted Count
(a) = 6
(b) = 5
(c) = 23
(d) = 11
(e) = 9
(f) = 28
(g) = 19
(h) = 8
(i) = 4
(j) = 6
(k) = 7
(l) = 9
(m) = 42
(n) = 23
(o) = 1
(p) = 4
(q) = 1
(r) = 7
(s) = 4
(t) = 19
(u) = 1
(v) = 4 (Gunsmithing)

6.5) Recreation and Sport Activities (For Personal Enjoyment)

Please write down the names of two sport or recreation activities in which you would participate if offered locally.

1 (0) No Interest

11 Swimming
8 Volleyball
5 Tennis
4 Racquetball

Other Activities that were listed:

Water Safety Instructor's Course
Riding
Softball
Basketball
Handball
Soccer
Jogging
Flight Training
Sex
Bridge
Target Shooting
Bowling
Backgammon
River Floating
Golf

6.7) College Educational Programs (Toward receiving a degree)

(a)	Agriculture	(n)	History
(b)	Art	(o)	Human Services
(c)	Biology	(p)	Humanities
(d)	Business	(q)	Journalism
(e)	Chemistry	(r)	Library Science
(f)	Computer Science	(s)	Mathematics
(g)	Education	(t)	Music
(h)	Engineering	(u)	Physics
(i)	English	(v)	Political Science
(j)	Foreign Language	(w)	Psychology
(k)	Geography	(x)	Recreation
(l)	Geology	(y)	Religion
(m)	Health	(z)	Sociology

(l.) Other

NA = 9 (Actual Count)

Weighted Count
(a) = 8
(b) = 7
(c) = 2
(d) = 15
(e) = 2
(f) = 22
(g) = 11
(h) = 3
(i) = 3
(j) = 7
(k) = 0
(l) = 3
(m) = 6
(n) = 0
(o) = 1
(p) = 0
(q) = 0
(r) = 6
(s) = 3
(t) = 5
(u) = 0
(v) = 0
(w) = 12
(x) = 2
(y) = 1
(z) = 1
(l.) = 0

B. Glendive and Surrounding Communities

1. The Survey Instrument

Throughout this analysis any strengths or weaknesses of the instrument itself will be pointed out. Most of the weaknesses were discovered during the operationalization phase of the survey. These weaknesses in many cases, are regrettable but should be expected. Perhaps they could have been avoided with a pilot run of the instrument. However, due to self-imposed time constraints this was not done. This would be the first recommendation. In the future, enough time should be allowed for a test run of a survey instrument to reduce the possibility of generating some useless data.

This qualifying statement in no way implies that the entire instrument was of no value. On the contrary, most of the survey has provided extremely useful data. It is important for us to treat the process as a learning experience. Hence, these statements of strengths and weaknesses are intended to provide the next researcher with some guidance. It is important that each survey be an improvement over the previous one so that Dawson Community College can be assured of steady progress in fulfilling its mission.

A compilation of results have been included as Summaries G and H.

2. Mail-Out Vs. Interview Responses

The primary advantage of employing interviewers in a survey was born out by the results of the Dawson Community College needs assessment study. The

response rate to the surveys mailed out was a mere 16.1 percent (173 out of 1080.) However, the response rate to the interviewers was much higher - 91.67 percent (165 out of 180). Since the numbers of actual responses are so close the sample taken by the interviewers must be given much more weight in our decision-making process. It must be assumed that the interviewers evoked responses from that portion of the population that did not return the mail-out survey. This does not imply that the mail-out is of no value whatsoever. One must first establish what the real objectives of the study were. Is it more accurate to state that the goal was to measure the attitudes of the community as a whole toward Dawson Community College and the types of interests to be found in that community? If this is the case then the interview surveys would be the more accurate device. If, however, the primary intent was to measure the anticipated demand for Dawson Community College in the near future then the mail-out may be a more reliable means. Simply put, it may be that those who are willing to respond are more likely consumers of Dawson Community College courses. Their interest is demonstrated by the fact that they responded. Although this may be seen by some as a relatively weak argument for giving any more weight to a poor response rate, it is a valid one.

Since there is relatively little difference between the actual outcomes of the two methodologies it would be an acceptable alternative to combine the results. This provides a larger sample and, hopefully, presents any significant data that should be acknowledged. The reader should be advised, however, that differences do exist. These differences will be pointed out throughout the analysis. On those points interpretations will be inserted which are the researcher's responsibility.

3. The Results

The best method of analysis is a two-step process. First, a question-by-question analysis will give some specific results of the survey. The main reason that this is done is that numbers rarely, if ever, "speak for themselves." Some statement should be made concerning each question. The second section will draw some conclusions about the overall results. These observations will be drawn from correlating the entire instrument and by grouping questions. The analyses are followed by a final section which contains some general recommendations drawn from the study.

a. Question-By-Question Results

(1). Question 1.1 (Sex) - In both the mail-out response and the interview results the male-female ratio is poor. It was hoped that the interviews would get a better result. In fact, the interviews have an even more female-favored response. It should be stressed in the future for interviewers to pay strict attention to this ratio. When interviewing "couples" the interviewers far too often logged the female response. This could have been avoided by specifically requesting a male response about half of the time. One might suggest that since the present population of Dawson Community College is heavily female that these results should be even better than the normal ratio (about 52:48 female). However, since this is a random sample of the community and is intended to describe how the general commmunity feels, the normal ratio should be preferred. Keep in mind, therefore, that this female bias will permeate the entire study. Every attempt will be made to identify where this influence is most heavily felt. However, employing

generalities and stereotypes is a poor device for identifying behavior. In many cases, a quick check of the individual responses was performed to ensure that such statements were valid in this case.

(2). Question 1.2 (Age category) - Generally speaking, the results reflected an excellent age spread for a random sample. The median age is currently 30.7 and the median response was in that age group. The interviewers may have gotten too large a response from the "60/over" group but since it is a larger age range the data is considered within acceptable limits.

(3). Question 1.3 (Highest grade completed) - Once again, a good balance was achieved in both methods. It should be noted that the interviewers evoked more responses from those with less than a high school education. People in this category would not be expected to respond to a mail-out college survey since, generally, they would not consider themselves to be eligible to respond.

(4). Question 2.1 (Familiarity with DCC) - This question is one that turned out to be very weak. The respondents are asked to assign indefinite value to their familiarity with Dawson Community College. What one may consider being "very familiar" another would consider only "somewhat familiar." The only statement of worth that can be made here is that a small number of people indicated that they were "not at all familiar" with Dawson Community College.

(5). Question 2.2 (DCC in this area of the state) - Although this question requests another value judgement the results are significant enough to be quantifiable. The area residents overwhelmingly approve of Dawson Community College (260:40). (To keep such a result from going to our heads we must keep in mind our narrow mill levy victory.)

(6). Question 3.1 (Earning college credit) - This is probably the weakest of all the questions in the instrument. The question itself does not make it clear whether or not college credit is important to the respontent personally or as a general statement of earning college credit as a societal value. Thus, in this one case the results of this question are insignificant and unreliable.

(7). Question 3.2 (Level of credit course) - In spite of the weakness of question 3.1 and its contingence on this question the data has some value. It can be safely stated that a significant portion of the population are interested in the kinds of courses offered at Dawson Community College (lower division and college courses in general).

(8). Question 4.1 (During the week or weekends) - Since such a small number of respondents indicated that they were interested in weekend classes there would seem to be no reason for movement in that direction. Weekend classes would involve additional expense which cannot be justified based on the results of this question.

(9). Question 4.2 (Length in weeks) - Once again, since such a small

portion of the sample indicated a preference for classes of short duration there is no reason to consider any movement toward offering any more courses of this nature than presently offered.

(10). Question 4.3 (Time of year) - In this case, there is a notable difference between the mail-out and interview responses. The mail-out respondents showed a substantial preference for Fall and Winter over the other seasons but those interviewed only showed a preference for Fall classes. Since it is often the case that respondents when in doubt will take the first selection, it may be asserted that there was no significant preference on the part of the interviewees (especially since "no preference" was the largest response.) The general feeling is that those that respond to a survey on their own (mail-out) are more likely to be committal than those who are brought in by the interview process. It would be the general impression, therefore, that the population has no significant preference for a time of year. There is, of course, a small number desiring Summer courses.

(11). Question 5.1 (Deterrents to taking classes) - The immediate assumption would seem to be clearly that most people are too busy for educational activities. This may be the case. However, it is more likely a function of arrangement of priorities for individuals. The general impression gained from the interview process was that educational activities are not perceived as appropriate to one's leisure time. Education is seen as a means to career enhancement or selection and less as a personal development tool by those surveyed. It would be in the interest of the college to develop a campaign to dispel this perception.

It is worth noting that "child care" ranked rather high in this list of reasons. It is not clear, however, whether this is applicable to day or evening classes. Recent utilization of the Day Care Center would seem to indicate that it is more likely an evening class concern. The possibility of establishing a child care arrangement should be explored to open the opportunities to more evening students.

Most of the responses seem to be a function of either information or of interest. There is, however, only so much that can be done to get the information to the public. There is no indication in this area that Dawson Community College's public relations efforts have any glaring weaknesses. The only recommendation to be submitted here would be to "mix it up" a bit more to keep the public's attention. It would not be in the interest of the college to rest on it's laurels.

Section 6.0 - The remainder of the survey form is devoted to community preference regarding courses and programs. One should be cautioned at this juncture that a survey is merely a "photograph" of public opinion. In other words, the success of certain courses will remain a hit-or-miss proposition. The fact that certain courses do well in the survey is only indicative of the interest in the field. Whether or not a large number of people would actually enroll in a course remains unknown. However, a higher rating would seem to indicate that it would be a good time to offer the course. This interest could be non-existent in less than a year, however. The results of the survey provide a momentary point of reference for course selection but should not be taken as an absolute mapping of directions to be taken. Thus, it would appear wise to continue offering what works and try out any new offerings that rank

high in the survey without making overly ambitious commitments.

The results of this section of the survey were weighted to account for higher levels of preference. In questions 6.1 through 6.4 every response selected as first choice was given a weight of three (3), every second choice a weight of two (2), and every third choice a weight of one (1). This method was used to assign appropriate importance to the higher choices. Question 6.5 responses are simply listed without assigning relative values since respondents were simply asked to list desired areas without indicating which was most preferred. Finally, question 6.7 (there is no question 6.6 for unknown reasons), the first choice was given a weight of two (2), and the second a weight of one (1). In each category 6.1 through 6.7 each response of no interest and each time no answer was given were counted simply - no weighted values were assigned. Put simply, each respondent indicating no interest or that did not answer was removed from the value determination.

(12). Question 6.1 (Home Management and Domestic Skills) - Without a doubt the most popular areas in the sample were home repairs and interior decorating. A spot check of responses by sex indicated that these areas were not carried by females, as might have been expected. In fact, the ratio of responses between sexes seems to remain intact throughout the category.

(13). Question 6.2 (Farm and Ranch Activities) - Most respondents were not interested in this category. This, of course, should be expected since most people live in town and not on farms. The mail-out responses showed a much higher interest in the category. This was a matter of logistics. It was much simpler and less expensive to mail questionnaires to the rural areas than

it would have been to send interviewers to these regions. The two areas that did receive a high rating are actually only marginally within the category - welding and engine maintenance. Other areas that did show significant interest should be considered the more popular concerns in farm and ranch courses - Agri-Business, Agri-Marketing and Agricultural Computer Applications.

(14). Question 6.3 (Vocational/Occupational Activities) - There is a dramatic difference here between the mail-outs and the interviews. The highest-ranking courses in the interview are, by far, computer programming and computer literacy. There is no course that even places a close third. However, in the mail-out responses the most popular courses are grouped together more and photography is the highest! Here is probably the most prominent case of a difference between the two methodologies. Again, the difficult question of the real objective comes to mind. Does the better sample justify more stress on computers or should a better availability of photography courses be offered since the more interested mail-out respondents indicated it as their preference? The best guess is that computer programming and literacy should receive broader effort at this point. This is based on the recent success of these courses and the prominence the matter of computer literacy has recieved in the media. Photography should not be ignored, however. The present facilities and offerings related to photography should be expanded and improved because the present structure cannot serve the anticipated demand. The few times that photography has been offered it has met with reasonable success. It should be included in the list of priorities of program development.

(15). Question 6.4 (Enrichment Activities) - At the head of the list is very definitely First Aid and CPR. These classes have met with varied success in the past. For the most part enrollment has declined. Such a decline should not have occurred if the interest levels indicated are factual. There are many possible explanations to such a decline - scheduling, location, the instructor's personality and many others. It would be worth further research to pin down the exact cause of the decline while interest remains high. It is worth noting that the strength of this area in the mail-out was in the communities outside of Glendive. Perhaps it is time to offer the course out of town.

The other areas of high interest are in the areas of personal finances, estate planning and stocks and bonds. This is consistent with trends throughout the country. More people are interested in personal wealth than enrichment or fine arts. Since ten years ago the opposite was true, one would expect this phenomenon to shift in the not too distant future.

(16). Question 6.5 (Recreation and Sport Activities) - The three areas most frequently listed in both the interview and the mail-out were volleyball, tennis and softball. These should come as no surprise to the local people, since they are fairly popular sports in the community already. The remaining responses are as diverse as they are numerous.

(17). Question 6.7 (College Educational Programs) - This question is another that exhibits a difference between the two methodologies. Those interviewed showed a strong preference for business programs, then computer science, followed by human services. The mail-out respondents gave first

preference to computer science followed by business. There was no strong third preference. Since business and computers had a strong showing in both results, there is no reason to be overly concerned. Continued emphasis in both areas should result in very strong enrollments. In fact, there is plenty of room for development. Dawson Community College can anticipate high enrollment levels in these programs for some time.

(18) General Comments - The comments made by the individual respondents were collected, copied and kept under separate cover. Generally, the comments were of a positive nature. Exceptions may be noted by the reader. Any pertinent trends in the general comments were included in the analysis of the relevant question or in the "Overall Results" section of this report.

Where some areas appear weak there appear to be no courses that are in real trouble except physics. It is the only program that received no responses. Others that are very weak are chemistry, geography, journalism and political science. However, these poor showings should not be mis-interpreted. The survey question itself only requested expressions of interest in programs. Almost all of the areas with a low response rate will be needed as fulfillment of general education requirements. Thus, unless there is a drop-off in enrollment to the point where the cost per student exceeds any reasonable person's estimate of acceptibility there should be no need to cut any courses. However, any existing programs in the areas of physics, political science, geography and journalism are candidates for elimination. The courses should be offered but the programs removed. Remember, the general philosophy of the public could shift again and Dawson

Community College should have the ability to respond. Considering the current concern in the media, government and industry over shortages of persons qualified in math and science there is a better than average chance of a significant shift in demand. In order to achieve its objective of providing community education, Dawson Community College must have these basic courses available.

b. Overall Results

Generally, the community of Glendive and the outlying areas approve of Dawson Community College. This conclusion must be drawn more from the interview survey than the mail-out. Those interviewed were chosen randomly and still a very high percentage considered the college and earning college credit as important. It would be difficult to state that the mail-out respondents showed clear acceptance of the school since so few of them returned the survey. At best, their response, including rate of return, could be described as passive acceptance. At any rate, Dawson Community College is an accepted part of the community and should experience continued public support.

There appears to be no strong sentiment for altering the timetable of programs at Dawson Community College. In fact, it is safe to state that members of the community unequivocally support the present quarter structure. There is no apparent desire to establish what may be seen as non-traditional course times - that is, weekends or one week courses. It would be worthwhile to strive for even more consistency in course offerings and calendars. Specifically, it would be wise to set up programs that will be able to carry a

student through a two-year program without so much awkward scheduling. A student should be able to complete a program in a straight two-year period starting in the Fall Quarter.

Dawson Community College at this time offers the kinds of courses desired by the community. The only problems that exist are those related to convenience. That is, offerings at night or day, classes offered in particular communities and other related logistical issues. However, there is no reason to believe that any better response levels could be achieved. There is no way to accomodate all the needs of all the people. At this time Dawson Community College does very well in this regard. However, it is not time to sit back and bestow an abundance of self-aggrandizement for past efforts. It is actually time to rededicate efforts to keep the public aware of the benefits of having a community college.

c. General Recommendations

The most valid as well as the most important advice at this point is to apply the results of community surveys intelligently. For example, it is inappropriate to make radical changes based solely on the results of any single survey. The data should be accepted as a source of possible issues for more extensive study. Before a program is begun or eliminated some extensive studies would seem to be in order. This is not to say that the decision should be delayed by a propensity for "kicking it around". More specific research tools should be applied and if the initial findings are confirmed then action should be taken.

The following are specific recommendations that invite the above-mentioned additional study:

(1). A full-time computer science instructor should be hired as soon as possible. The present instructor is already overtaxed and all surveys indicate demand for computer courses is going to continue its dramatic rise. The present instructor will not be able to take on any more of a load nor should he be expected to. (It is worth noting that upcoming efforts to place more of Dawson Community College's data base into a computer system will add to the benefits of having a computer scientist on board.)

(2). The offerings in photography should be enhanced by adding more courses and better facilities. Since this suggestioin has already been included in the revised division goals it is apparently time to move on this issue.

(3). An aggressive campaign should be initiated to re-introduce the community to the college. It is especially vital that more people be made aware of what is offered. Many of the comments expressed a desire for the college to do things it already does. Perhaps it would be a worthwhile endeavor to persuade the local television stations to do a week-long series on the college. After all, Dawson Community College is a vital part of the community. The public deserves to know exactly what Dawson Community College does and should hear from it for other than funding drives or campaigns. It is a slow process to shed the "Junior College" stigma or that of an extension of high school but that is no reason for not putting together a comprehensive

effort to eliminate these perceptions.

In general, Dawson Community College has been very responsive to the needs of the community. For the most part needs are being met. For example, before the survey began it was felt intuitively that computers would be a big request and that business courses would retain their popularity. Thus, in this regard, there is no surprise in the results except that the demand in these areas is higher than anticipated. This is especially true when these results are combined with those of the high school survey.

It is firmly believed that the growth of the enrollment of non-traditional students will continue. Actually, there is a strong possibility of a rise in the enrollment levels of the male non-traditional student. The Montana Employment and Labor Force Quarterly Report contains some very interesting figures related to this prospect. Most economists agree that the service and financial industries will be the areas of largest growth. At the same time, heavy manufacturing and mining are expected to decline. On Table V (p. 21) of the above mentioned report it is noted that females comprise 63.2 percent and 70.6 percent of the financial and service industries respectively. At the same time, males comprise 87 percent and 94.7 percent of the manufacturing and mining industries respectively. Bearing in mind the expected shifts, there will be an incredible demand for re-training of men into these service areas in the very near future. Whereas the influx of women into higher education, especially community colleges, was dramatic and substantial the most appropriate descriptor for the influx of men will probably be desperate and incredible. It is a trend that Dawson Community College should anticipate and be prepared for. This phenomenon will be the

most profound aspect of needs for Dawson Community College. This statement is included as as prologue to the community survey analysis because it is seen as an insight to an upcoming dramatic turn of events in all communities. In any attempt to discuss needs every possible factor should be introduced in order to reflect reality as accurately as possible.

DAWSON COMMUNITY COLLEGE * * * COMMUNITY EDUCATION SURVEY

1.0 Personal Background

1.1) Sex

(1) Male - 54 (2) Female - 111

1.2) Would you mind revealing your general age category?

(0) No Response = 5
(1) 18-19 = 5
(2) 20-24 = 20
(3) 25-34 = 42
(4) 35-44 = 35
(5) 45-54 = 20
(6) 55-59 = 9
(7) 60/Over = 36

1.3) What is your highest grade of school complete?

(-) = 4
(8) = 8
(9) = 3
(10) = 8
(11) = 12
(12) = 55
(13) = 15
(14) = 5
(15) = 5
(16) = 25
(17) = 3
(18) = 3
(+) = 2

2.0 Educational Need

2.1) How familiar are you with D.C.C.? (1) None (2) Somewhat (3) Very

	Glendive	Circle	Richey	Lambert	Savage	Bloomfield	Terry	Wibaux	Total
(1)	13	4	1	1	3	0	1	2	25
(2)	84	5	2	1	2	1	2	6	103
(3)	42	1	0	1	0	0	2	2	48

2.2) Do you feel that it is important to have a community college like D.C.C. in this area of the state? (1) No (2) Undecided (3) Yes

(1)	4	1	0	0	0	0	0	0	5
(2)	12	0	0	0	0	1	1	1	15
(3)	120	9	3	3	5	0	4	9	153

3.0 Educational Credits

3.1) Is earning college credit for educational activities important to you? (1) No (2) No Preference (3) Yes

(1)	33	2	0	0	3	0	1	2	41
(2)	19	1	1	0	0	1	0	1	23
(3)	82	7	2	3	2	0	4	7	107

3.2) If your answer to the previous question was yes, which of the following would you be interested in? (0) Not Applicable, (1) Lower Div. Courses for Credit, (2) Upper Div. Courses for Credit, (3) Any Courses for Credit, (4) Post Grad. Courses for Credit.

	Glendive	Circle	Richey	Lambert	Savage	Bloomfield	Terry	Wibaux	Total
(0)	57	3	3	0	4	1	2	4	74
(1)	26	3	0	1	0	0	0	2	32
(2)	22	1	0	0	0	0	0	2	25
(3)	10	2	0	0	1	0	3	1	26
(4)	17	1	0	2	0	0	0	1	21

4.0 Preferred Conditions for Learning

4.1) Would you prefer educational activities during the week, or on weekends? (0) No Preference, (1) Week (2) Weekends

(0)	61	4	1	0	1	0	3	5	74
(1)	63	5	0	1	1	1	0	5	72
(2)	11	1	2	2	3	0	2	0	26

4.2) If you had your choice, how long (in weeks) should an educational activity be? (0) No Preference, (1) Less than one week, Concentrated Seminars/Workshops, (2) More than one week (long-term) Weekly classes, length determined by subject matter/activity.

(0)	39	6	1	0	1	1	3	4	55
(1)	21	1	0	1	1	0	0	1	25
(2)	73	3	2	2	3	0	2	5	90

4.3) What would be the best time of year for you to take educational classes? (Please indicate best two) (0) No preference, (1) Fall, (2) Winter, (3) Spring, (4) Summer.

(0)	62	2	1	1	1	1	1	5	74
(1)	46	6	0	2	3	0	1	5	63
(2)	25	6	0	1	3	0	3	0	38
(3)	33	1	0	1	1	0	2	0	38
(4)	22	1	11	0	0	0	1	0	35

There is definitely a significant difference in season and weekend time preference between men and women. This is due mainly to the kind of women interviewed, that is, homemakers. However, since a very large part of our non-traditional student body is made up of displaced homemakers or those returning to the work force, these figures will more accurately reflect future needs.

5.0 Reasons You Would Not Take Educational Activities

5.1) From the list below, please indicate the reason(s) that make it hard for you to take an educational activity in your community?

(0) Not Applicable
(1) Transportation
(2) Work
(3) No time
(4) Child Care
(5) Health
(6) Money
(7) Time courses offered not convenient
(8) Feel D.C.C.has poor programs
(9) Other
(10) Not aware of classes
(11) Competition for grades
(12) Courses not appealing
(13) Distance to travel
(14) Admission requirements

	Glendive	Bloomfield	Circle	Lambert	Richey	Savage	Terry	Wibaux	Total
NA	3	0	0	0	0	0	0	0	3
(0)	33	0	0	0	0	0	4	0	37
(1)	25	0	0	0	0	0	0	1	26
(2)	128	0	0	0	0	0	0	6	134
(3)	69	3	3	0	0	0	1	6	82
(4)	41	0	14	0	0	8	0	0	63
(5)	19	0	0	0	0	0	0	3	22
(6)	57	0	6	0	0	0	4	0	67
(7)	20	0	4	0	0	0	2	5	31
(8)	10	0	0	0	0	0	0	0	10
*(9)	73	0	13	6	2	5	0	0	99
(10)	2	0	0	2	0	4	2	3	13
(11)	0	0	0	0	0	0	0	0	0
(12)	9	0	0	0	0	0	0	0	9
(13)	3	2	7	3	6	5	0	7	33
(14)	0	0	0	0	0	0	0	0	0

*No consistent trends worth reporting - Unfortunately the general nature of this response is a lack of interest.

6.0 Educational Activities

From the lists below please select up to three choices of the educational activities you or members of your family would probably take if they were offered at a suitable time.

6.1) Home Management & Domestic Skill Activities (For "Do-it-yourselfer")

(0) No category interest
(a) Roof Maintenance
(b) Air Conditioning
(c) Plumbing
(d) Home Repairs
(e) Landscaping
(f) Gardening
(g) Other
(h) Upholstery
(i) Interior Decorating
(j) Furniture Refinish
(k) Home Electronics
(l) Auto Maintenance
(m) Appliance Repair
(n) Woodworking

	Glendive	Bloomfield	Circle	Lambert	Richey	Savage	Terry	Wibaux	Total
NA	8	0	0	0	1	0	0	0	9
(0)	27	1	1	1	0	0	0	0	30
(a)	15	0	0	0	0	0	0	0	15
(b)	15	0	0	0	0	0	0	0	15
(c)	28	0	1	0	0	0	1	0	30
(d)	84	0	3	0	0	4	1	7	99
(e)	46	0	5	2	0	0	6	11	70
(f)	57	0	9	3	0	3	4	9	85
(g)	9	0	0	0	0	0	0	1	10
(h)	31	0	5	0	0	3	3	3	45
(i)	81	0	6	3	0	9	4	6	109
(j)	67	0	4	2	1	1	3	6	84
(k)	34	0	3	1	0	3	4	3	48
(l)	61	0	6	1	4	0	0	6	78
(m)	14	0	0	0	0	0	0	1	15
(n)	50	0	0	0	6	1	3	0	60

6.2) Farm and Ranch Activities (For a more efficient operation)

(0) No interest
(a) Welding
(b) Pasture Improvement
(c) Predator Control
(d) Farm Planning
(e) Agri-Business
(f) Agri-Marketing
(g) Ag. Computer Applications
(h) Slaughter & Butchering
(i) Cattle Care & Control
(j) Engine Repair
(k) Other

NA	9	0	0	0	0	1	0	0	10
(0)	100	0	1	1	1	4	2	8	117
(a)	48	0	6	0	0	0	3	3	60
(b)	9	0	0	0	0	0	0	0	9
(c)	5	0	5	0	3	0	0	0	13
(d)	9	0	3	0	0	0	2	0	14
(e)	16	2	9	2	0	0	3	3	35
(f)	14	0	7	0	0	0	1	1	23
(g)	17	3	3	6	0	0	0	3	32
(h)	6	0	0	0	0	0	5	0	11
(i)	4	0	3	0	0	0	2	0	9
(j)	22	0	0	0	0	0	1	2	25
(k)	4	0	0	0	0	0	0	0	4

6.3) Vocational/Occupational Activities (For employment and/or skill improvement)

(0)	No interest	(l)	Computer Programming
(a)	Real estate	(m)	Marketing
(b)	Typing	(n)	Job Finding
(c)	Shorthand	(o)	Public Speaking
(d)	Business Machines	(p)	Effective Writing
(e)	Bookkeeping	(q)	Human Relations Training
(f)	Data Processing	(r)	Banking
(g)	Accounting	(s)	Mechanical Drawing
(h)	Photography	(t)	Medical Secretary
(i)	Salesmanship	(u)	Legal Secretary
(j)	Business Law	(v)	Emergency Medical Training
(k)	Computer Literacy	(w)	Other

	Glendive	Bloomfield	Circle	Lambert	Richey	Savage	Terry	Wibaux	Total
NA	9	0	0	0	0	0	0	0	9
(0)	22	1	1	0	1	0	0	3	28
(a)	23	0	0	0	0	0	0	0	23
(b)	45	0	3	0	3	3	0	0	54
(c)	19	0	0	0	0	0	0	0	19
(d)	25	0	3	0	3	0	1	3	35
(e)	35	0	9	3	0	7	0	1	55
(f)	24	0	0	3	0	2	3	0	32
(g)	26	0	0	0	0	1	1	0	28
(h)	48	0	4	0	0	4	3	6	65
(i)	11	0	4	2	0	3	0	2	22
(j)	8	0	0	0	0	0	0	2	10
(k)	75	0	3	2	0	0	7	6	93
(l)	110	0	2	3	0	0	10	7	132
(m)	9	0	0	0	0	0	0	0	9
(n)	6	0	3	0	2	0	0	1	12
(o)	11	0	3	2	0	0	0	3	19
(p)	12	0	0	0	1	0	1	0	14
(q)	27	0	0	0	0	0	0	4	31
(r)	14	0	2	0	0	0	3	0	19
(s)	6	0	0	1	0	0	0	0	7
(t)	16	0	3	0	0	0	0	0	19
(u)	11	0	0	0	0	0	0	2	13
(v)	26	0	1	1	0	4	0	1	33
(w)	18	0	0	0	0	0	0	0	18

6.4) Enrichment Activities (For Fun and Self-Improvement)

(0) No interest
(a) Know Your school & Its Finance
(b) Reading Improvement
(c) Speed Reading
(d) Creative Writing
(e) Vocabulary Building
(f) Estate Planning
(g) Stocks & Bonds
(h) Stress Management
(i) Macrame
(j) Game Dressing
(k) Time Management
(l) Assertiveness Training
(m) First Aid & CPR
(n) Family Finance
(o) Leather Craft
(p) Drug Use and Abuse
(q) Jewelry Making
(r) Oil Painting
(s) Drawing
(t) Gourmet Cooking
(u) Agate Collecting
(v) Other

	Glendive	Bloomfield	Circle	Lambert	Richey	Savage	Terry	Wibaux	Total
NA	12	0	0	0	0	0	0	0	0
(0)	20	1	1	1	0	0	1	2	26
(a)	7	0	0	0	0	0	3	0	10
(b)	22	0	3	0	0	1	3	0	29
(c)	33	0	5	0	3	1	2	0	44
(d)	34	0	0	0	0	0	0	3	37
(e)	15	0	2	5	0	3	1	0	26
(f)	23	0	0	0	0	0	2	6	31
(g)	46	0	0	0	3	0	0	2	51
(h)	35	0	7	0	0	0	0	3	45
(i)	25	0	4	0	0	0	4	5	38
(j)	13	0	4	0	0	0	4	2	23
(k)	7	0	0	0	0	0	0	2	9
(l)	17	0	2	0	0	0	0	0	19
(m)	80	0	9	3	0	8	2	1	103
(n)	47	0	3	0	0	0	0	2	52
(o)	22	0	1	0	0	3	3	3	32
(p)	19	0	0	0	0	3	0	8	30
(q)	16	0	0	0	0	0	0	0	16
(r)	20	0	2	0	1	2	0	0	25
(s)	16	0	0	0	0	0	0	3	19
(t)	23	0	0	1	2	0	0	4	30
(u)	31	0	0	0	0	4	0	0	35
(v)	24	0	0	0	0	0	0	0	24

6.5) Recreation and Sport Activities (For Personal Enjoyment)

Write down the names of two sport or recreation activities in which you would participate if offered locally.

77 (0) No Interest
10 NA

15 Volleyball
11 Softball
11 Tennis

Other Activities that were listed:

Singing
Sewing
Baseball
Fastball
Swimming
Dancing
Cards
Hiking
Gardening
Reading
Jogging
Fishing
Basketball
Hunting
Archery
Coin Collecting
Camping
Skiing, Snow
Skiing, Water
Tubing
Rafting
Horseback Riding
Soccer
Video Games
Basket Weaving
Knitting
Frisbee
Boating
Chess
Bowling
Cooking
Horseshoes
Golf
Exercise
Weight lifting
Racquetball
Canoeing
Rodeo
Motocross

6.7) College Educational Programs (Toward receiving a degree)

(a) Agriculture
(b) Art
(c) Biology
(d) Business
(e) Chemistry
(f) Computer Science
(g) Education
(h) Engineering
(i) English
(j) Foreign Language
(k) Geography
(l) Geology
(m) Health
(n) History
(o) Human Services
(p) Humanities
(q) Journalism
(r) Library Science
(s) Mathematics
(t) Music
(l.) Other
(u) Physics
(v) Political Science
(w) Psychology
(x) Recreation
(y) Religion
(z) Sociology

	Glendive	Bloomfield	Circle	Lambert	Richey	Savage	Terry	Wibaux	Total
NA	3	0	1	0	0	2	0	3	9
(a)	8	0	3	0	0	0	0	4	15
(b)	11	0	0	0	0	0	0	0	11
(c)	5	0	1	0	0	0	0	2	8
(d)	60	0	2	0	0	2	4	6	74
(e)	5	0	0	0	0	0	0	0	5
(f)	35	0	4	3	0	0	4	1	47
(g)	14	0	0	0	0	0	0	0	14
(h)	16	0	0	0	0	2	0	0	17
(i)	9	0	0	0	0	0	0	0	9
(j)	7	0	0	0	3	0	0	0	10
(k)	2	0	0	0	0	0	0	0	2
(l)	10	0	0	5	0	0	0	0	15
(m)	22	0	7	0	0	0	0	0	29
(n)	10	0	0	3	0	0	0	0	13
(o)	36	2	3	0	0	0	0	3	44
(p)	5	0	0	0	0	0	0	0	5
(q)	2	0	0	4	0	0	0	0	6
(r)	3	0	1	0	0	0	2	0	6
(s)	13	0	0	0	0	3	2	0	18
(t)	10	3	0	0	3	1	1	0	18
(u)	0	0	0	0	0	0	0	0	0
(v)	1	0	0	0	0	0	0	0	1
(w)	10	0	0	0	0	0	0	2	12
(x)	5	0	0	0	0	1	0	1	7
(y)	2	0	0	0	0	1	0	1	4
(z)	8	0	0	0	0	0	0	0	8
(l.)	13	0	0	0	0	0	0	0	13

Other:

Pet. Engineering
Education
Home Ec.
Dance
Electronics
X-Ray

DAWSON COMMUNITY COLLEGE * * * COMMUNITY EDUCATION SURVEY

1.0 Personal Background

1.1) Sex

(1) Male - 41 (2) Female - 94

1.2) Would you mind revealing your general age category?

(0) No Response = 0
(1) 18-19 = 5
(2) 20-24 = 16
(3) 25-34 = 39
(4) 35-44 = 37
(5) 45-54 = 18
(6) 55-59 = 5
(7) 60/Over = 14

1.3) What is your highest grade of school complete?

(-) = 1
(8) = 0
(9) = 2
(10) = 1
(11) = 0
(12) = 45
(13) = 20
(14) = 20
(15) = 9
(16) = 21
(17) = 3
(18) = 5
(+) = 5

2.0 Educational Need

2.1) How familiar are you with D.C.C. ? (1) None (2) Somewhat (3) Very

(1) = 21
(2) = 66
(3) = 34

2.2) Do you feel that it is important to have a community college like D.C.C. in this area of the state?
(1) No (2) Undecided (3) Yes

(1) = 5
(2) = 9
(3) = 107

3.0 Educational Credits

3.1) Is earning college credit for educational activities important to you? (1) No (2) No Preference (3) Yes

(1) = 21
(2) = 23
(3) = 88

3.2) If your answer to the previous question was yes, which of the following would you be interested in?
(0) Not Applicable, (1) Lower Div. Courses for Credit, (2) Upper Div. Courses for Credit, (3) Any Courses for Credit, (4) Post Grad. Courses for Credit.

(0) = 44
(1) = 9
(2) = 18
(3) = 47
(4) = 14

4.0 Preferred Conditions for Learning

4.1) Would you prefer educational activities during the week, or on the weekends? (0) No Preference, (1) Week , (2) Weekend.

(0) = 36
(1) = 82
(2) = 17

4.2) If you had your choice, how long (in weeks) should an educational activity be? (0) No Preference, (1) Less than one week, Concentrated Seminars/Workshops, (2) More than one week (long-term) Weekly classes, length determined by subject matter/activity.

(0) = 29
(1) = 35
(2) = 68

4.3) What would be the best time of year for you to take educational classes? (Please indicate best two)
(0) No preference, (1) Fall, (2) Winter, (3) Spring, (4) Summer.

(0) = 19
(1) = 76
(2) = 66
(3) = 28
(4) = 14

5.0 Reasons You Would Not Take Educational Activities

5.1) From the list below, please indicate the reason(s) that make it hard for you to take an educational activity in your community.

(0) Not Applicable
(1) Transportation
(2) Work
(3) No Time
(4) Child Care
(5) Health
(6) Money
(7) Time courses offered not convenient
(8) Feel D.C.C. has poor programs
(9) Other
(10) Not aware of classes
(11) Competition for grades
(12) Courses not appealing
(13) Distance
(14) Admission requirements

	Glendive	Beach, ND	Bloomfield	Circle	Fallon	Lambert	Lindsay	Richey	Savage	Terry	Wibaux	Total
NA	1	0	0	1	0	0	0	0	0	0	0	2
(0)	7	3	0	1	0	0	0	0	6	0	4	21
(1)	9	0	3	1	0	6	0	0	6	3	3	31
(2)	100	4	0	17	0	8	0	11	6	2	6	154
(3)	49	0	0	2	0	11	2	1	2	0	9	75
(4)	30	0	0	4	3	4	0	0	2	0	6	49
(5)	3	0	0	0	0	0	0	0	0	0	0	3
(6)	24	5	0	0	2	3	0	0	4	0	9	47
(7)	33	0	0	7	0	5	0	0	0	0	3	48
(8)	5	0	0	0	0	0	0	0	0	0	6	11
(9)	10	0	0	3	0	4	0	3	0	0	5	25
(10)	20	2	0	9	0	2	0	1	1	0	4	39
(11)	1	0	0	0	0	0	0	0	0	0	1	2
(12)	14	3	0	0	0	5	0	1	0	0	5	28
(13)	4	4	2	14	0	13	3	0	2	1	14	66
(14)	0	0	0	0	0	0	0	0	0	0	0	0

6.0 Educational Activities

From the lists below please select up to three choices of the educational activities you or members of your family would probably take if they were offered at a suitable time.

6.1) Home Management & Domestic Skill Activities (For "Do-It-Yourselfer")

(0) No category interest
(a) Roof Maintenance
(b) Air Conditioning
(c) Plumbing
(d) Home Repairs
(e) Landscaping
(f) Gardening
(g) Other
(h) Upholstery
(i) Interior Decorating
(j) Furniture Refinish
(k) Home Electronics
(l) Auto Maintenance
(m) Appliance Repair
(n) Woodworking

	Glendive	Beach, ND	Bloomfield	Circle	Fallon	Lambert	Lindsay	Richey	Savage	Terry	Wibaux	Total
NA	0	0	0	0	0	1	0	0	0	0	1	2
(0)	10	0	0	3	0	1	0	0	0	0	2	16
(a)	0	0	0	0	0	0	0	0	0	0	6	6
(b)	15	0	0	0	0	3	0	0	3	0	3	24
(c)	3	0	0	0	0	0	0	0	0	0	2	5
(d)	48	5	0	7	3	3	3	5	4	0	10	88
(e)	27	6	3	7	0	12	0	0	8	0	9	69
(f)	41	6	2	6	2	0	0	4	1	0	8	70
(g)	24	0	0	0	0	0	0	3	0	0	8	35
(h)	31	0	0	1	0	11	0	3	0	0	5	51
(i)	32	0	1	8	0	10	0	6	5	0	4	66
(j)	30	0	0	9	1	4	1	2	4	0	13	64
(k)	10	2	0	0	0	6	2	0	2	3	0	25
(l)	29	4	0	4	0	1	0	3	5	1	8	55
(m)	7	2	0	3	0	2	0	0	0	0	3	17
(n)	38	1	0	12	0	0	0	1	3	2	4	61

SUMMARY H

6.2) Farm and Ranch Activities (For a more efficient operation)

(0) No interest
(a) Welding
(b) Pasture Improvement
(c) Predator Control
(d) Farm Planning
(e) Agri-Business
(f) Agri-Marketing
(g) Agriculture Computer Applications
(h) Slaughter & Butchering
(i) Cattle Care & Control
(j) Engine Repair
(k) Other

	Glendive	Beach,ND	Bloomfield	Circle	Fallon	Lambert	Lindsay	Richey	Savage	Terry	Wibaux	Total
NA	1	0	0	0	0	1	0	0	0	0	3	5
(0)	41	3	0	7	0	2	0	3	0	0	4	60
(a)	27	0	2	8	0	6	0	0	3	3	17	66
(b)	3	0	0	0	0	3	0	0	1	0	6	13
(c)	9	0	0	0	0	0	0	0	3	0	3	15
(d)	0	2	0	0	3	6	2	2	1	0	3	19
(e)	14	3	3	3	0	12	0	3	0	0	3	41
(f)	11	2	0	2	0	7	3	1	3	0	1	29
(g)	7	4	0	7	0	7	1	0	0	0	9	35
(h)	17	0	0	8	0	3	0	0	4	0	1	33
(i)	19	0	0	1	2	4	0	2	0	0	1	29
(j)	31	3	1	4	0	3	0	3	0	0	8	53
(k)	5	0	0	0	1	0	0	0	2	0	0	8

6. Vocational/Occupational Activities (For Employment and/or Skill Improvement)

(0) No interest
(a) Real Estate
(b) Typing
(c) Shorthand
(d) Business Machines
(e) Bookkeeping
(f) Data Processing
(g) Accounting
(h) Photography
(i) Salesmanship
(j) Business Law
(k) Computer Literacy
(l) Computer Programming
(m) Marketing
(n) Job Finding
(o) Public Speaking
(p) Effective Writing
(q) Human Relations Training
(r) Banking
(s) Mechanical Drawing
(t) Medical Secretary
(u) Legal Secretary
(v) Emergency Medical Training
(w) Other

	Glendive	Beach,ND	Bloomfield	Circle	Fallon	Lambert	Lindsay	Richey	Savage	Terry	Wibaux	Total
NA	0	0	0	0	0	0	0	0	0	0	2	2
(0)	8	1	0	3	0	0	0	0	0	0	1	13
(a)	26	0	0	0	0	3	0	0	1	0	2	32
(b)	15	0	3	5	0	6	0	0	0	0	1	30
(c)	8	0	2	0	0	0	0	0	0	0	3	13
(d)	7	0	0	2	0	0	0	0	0	0	10	19
(e)	25	0	0	4	0	2	0	2	6	0	12	51
(f)	10	0	1	6	0	4	0	1	3	0	2	27
(g)	22	1	0	2	0	1	0	2	4	0	1	33
(h)	36	0	0	17	0	3	0	9	0	0	11	76
(i)	15	0	0	0	0	0	0	0	0	0	0	15
(j)	11	3	0	0	0	3	0	3	4	0	0	24
(k)	30	6	0	6	0	11	0	0	0	3	4	60
(l)	33	7	0	7	0	13	2	2	0	0	8	72
(m)	4	0	0	0	0	0	0	0	0	0	0	4
(n)	3	0	0	0	0	0	0	0	0	0	2	5
(o)	10	1	0	5	0	8	0	0	0	0	7	31
(p)	18	0	0	2	0	4	0	1	0	1	0	26
(q)	11	3	0	0	3	4	0	2	0	0	2	25
(r)	11	3	0	1	0	0	0	4	0	0	2	20
(s)	5	0	0	0	0	0	0	0	0	0	1	6
(t)	10	0	0	0	0	4	0	0	0	0	3	17
(u)	0	0	0	0	2	3	0	0	0	0	2	7
(v)	23	0	0	5	1	0	3	0	0	2	5	39
(w)	5	0	0	3	0	0	0	3	0	0	3	14

6.4) Enrichment Activities (For Fun and Self-Improvement)

(0) No interest
(a) Know Your School & ITs Finance
(b) Reading Improvement
(c) Speed Reading
(d) Creative Writing
(e) Vocabulary Building
(f) Estate Planning
(g) Stocks & Bonds
(h) Stress Management
(i) Macrame
(j) Game Dressing
(k) Time Management
(l) Assertiveness Training
(m) First Air & CPR
(n) Family Finance
(o) Leather Craft
(p) Drug Use and Abuse
(q) Jewelry Making
(r) Oil Painting
(s) Drawing
(t) Gourmet Cooking
(u) Agate Collecting
(v) Other

	Glendive	Beach,ND	Bloomfield	Circle	Fallon	Lambert	Lindsay	Richey	Savage	Terry	Wibaux	Total
NA	0	0	0	0	0	0	0	0	0	0	2	2
(0)	8	0	0	1	0	0	0	0	0	0	2	11
(a)	0	0	0	0	0	3	0	1	6	0	0	10
(b)	21	0	0	3	0	2	0	0	0	3	0	29
(c)	12	3	0	5	0	11	0	3	0	0	3	37
(d)	27	1	0	6	0	6	0	1	0	0	2	43
(e)	23	2	0	1	0	5	0	0	3	0	0	34
(f)	37	4	0	11	0	2	0	2	4	0	3	62
(g)	31	3	0	2	0	1	0	3	0	0	2	42
(h)	19	6	0	12	0	4	0	3	1	0	4	49
(i)	16	0	2	2	0	5	0	2	1	0	12	40
(j)	6	0	0	0	3	0	0	0	0	0	0	9
(k)	8	1	0	5	0	4	0	0	2	0	3	23
(l)	7	0	0	2	0	3	0	2	3	0	0	18
(m)	28	0	0	4	0	5	3	1	12	2	14	70
(n)	24	3	3	7	0	0	0	3	0	0	6	46
(o)	8	0	0	4	0	0	0	0	0	0	6	18
(p)	5	0	0	0	0	5	0	0	2	0	2	14
(q)	5	0	1	0	2	0	0	0	0	0	0	8
(r)	14	0	0	1	0	4	0	2	0	0	1	24
(s)	12	2	0	4	1	3	0	3	0	1	3	29
(t)	18	2	0	3	0	3	0	2	1	0	3	32
(u)	6	0	0	0	0	0	0	0	0	0	0	6
(v)	11	0	0	0	0	1	0	0	1	0	7	19

6.5) Recreation and Sport Activities (For Personal Enjoyment)

Write down the names of two sport or recreation activities in which you would participate if offered locally.

69 (0) No Interest

14 Tennis
12 Volleyball
10 Softball

Other Activities that were listed:

Soccer
Camping
Polo
Kayaking
Aerobics
Golf
Shuffleboard
Swimming
Bowling
Racquetball
Track
Baseball
Jogging/Running
Handball
Basketball
Skiing (Snow)
Weightlifting
Gymnastics
Badminton
Pistol Shooting
Archery
Cycling
Fishing

6.7) College Educational Programs (Toward receiving a degree)

(a) Agriculture
(b) Art
(c) Biology
(d) Business
(e) Chemistry
(f) Computer Science
(g) Education
(h) Engineering
(i) English
(j) Foreign Language
(k) Geography
(l) Geology
(m) Health
(n) History
(o) Human Services
(p) Humanities
(q) Journalism
(r) Library Science
(s) Mathematics
(t) Music
(u) Physics
(v) Political Science
(w) **Psychology**
(x) Recreation
(y) Religion
(z) Sociology
(1.)Other

	Glendive	Beach,ND	Bloomfield	Circle	Fallon	Lambert	Lindsay	Richey	Savage	Terry	Wibaux	Total
NA	7	0	1	4	0	1	1	0	1	0	4	19
(a)	6	0	0	2	0	2	0	1	3	0	5	20
(b)	0	0	0	2	0	2	0	2	2	2	2	12
(c)	4	0	0	0	0	0	0	0	0	0	1	5
(d)	22	2	0	6	0	2	0	6	0	0	5	43
(e)	1	0	0	0	0	0	0	0	0	0	1	2
(f)	31	5	0	8	0	5	0	0	0	0	3	52
(g)	2	2	0	1	0	4	0	2	2	0	2	15
(h)	9	0	0	0	0	2	0	0	0	0	2	13
(i)	14	1	0	0	0	3	0	0	0	0	0	18
(j)	15	2	0	0	0	3	0	0	0	0	0	20
(k)	2	0	0	2	0	2	0	0	0	0	0	6
(l)	8	0	0	0	0	0	0	0	1	0	1	10
(m)	10	0	0	3	0	0	0	0	1	0	7	21
(n)	3	0	0	0	0	2	0	0	0	0	0	5
(o)	14	0	0	1	2	2	0	0	0	0	0	19
(p)	2	0	0	0	0	0	0	0	0	0	1	3
(q)	3	0	0	2	1	0	0	0	2	0	1	9
(r)	2	0	0	0	0	2	0	0	0	0	1	5
(s)	5	0	0	1	0	0	0	0	0	0	0	6
(t)	3	0	0	0	0	0	0	0	0	1	2	6
(u)	0	0	0	0	0	0	0	0	0	0	0	0
(v)	1	0	0	0	0	1	0	1	0	0	0	3
(w)	11	2	0	0	0	0	0	0	0	0	1	14
(x)	0	1	0	0	0	0	0	0	2	0	2	5
(y)	1	1	1	2	0	1	0	0	1	0	0	5
(z)	1	0	0	0	0	0	0	0	0	0	0	1
(1.)	2	0	0	0	0	0	0	2	0	0	2	6

III. Business And Industry Survey

A. Sidney - Baker

1. The Business And Industry Survey: An Overview

* SEE "SIDNEY" SUMMARY "I" FOR NUMERICAL TABULATIONS *

Sidney: 47 of 245 Surveys Returned = 19%

* SEE "BAKER" SUMMARY "J" FOR NUMERICAL TABULATIONS *

Baker: 29 of 151 Surveys Returned = 19%

The primary purpose for the Business and Industry Survey was to focus on the education training needs of employers in Sidney and Baker. Generally, this meant identifying training areas where employers felt deficiencies existed with prospective new employees and areas of actual deficiency for currently employed personnel. The underlying objective was to identify training areas within the employment sector where Dawson Community College can begin to develop stronger and more integrated working relationships (linkages) with employers in both communities. With the formal establishment of the Dawson Community College off-campus centers in Sidney and Baker this is both a logical and desirable course to pursue.

Whereas the Community Survey was conducted on a limited random distribution by household and focused on the educational interests of individuals, the Business and Industry Survey was mailed to virtually every identifiable business in each community and focused on the training interests of employers.

As noted above, the response rate for each community was 19 percent. This may appear to be a relatively low response rate. However, the surveys were normally mailed to business names and this may reflect a substantial number of individual/self-employed persons who felt the survey did not apply to them (i.e. - they have no need or want for additional training themselves or they meet their training needs in a different manner.)

The survey was also sent to some City, County, State and Federal offices and agencies in each community in order to collect data and information from the public service/human service employment sector in each area.

Generally, the results of the survey provide Dawson Community College with a good base from which to move forward during the next year in order to establish a more formalized working relationship with the business sector of each community.

2. The Results: Sidney and Baker

Due to the general nature of the survey instrument, a combined question-by-question summary of both communities will be given with any major differences identified. See Summaries "I" and "J" for numerical tabulations of each community.

a. Questions 1.1 through 1.4 (General Information)

These questions were for the purpose of gathering general information regarding the responding firm and identifying a contact person within each firm where future communications could be directed.

b. Question 1.5 (Full-Time Employees)

The response pattern generally reflects the distribution of businesses in each community by number of full-time employees. As might be expected for communities of their size, the majority of businesses employ from one to five individuals. The 51-up category includes the schools, 153 employees at the community hospital, county employees, and in the case of Sidney, the 125 employees at Holly Sugar Corporation.

c. Question 1.6 (Activities of Firm)

The response pattern from the two communities appears to reflect a good horizontal cross-section of the employment sector in all areas listed. The

high public service response generally consists of agencies of county government. Within the retail area the agricultural sector is represented as well as apparel and food.

d. Question 2.1 (New Employees)

In a very general sense the widest area of perceived deficiency among new employees by employers was in the area of "People Skills" - working with others in the employment setting. This covered the range from customers, to office, to employer. Another notable response was more ethical in nature and simply put was; "Nobody wants to work"; "They want to get paid for doing nothing".

The subject areas where these concerns manifest themselves were in the areas of human relations, customer relations, communication skills and sales. A large number of other responses were employer specific.

e. Questions 3.1 and 3.2 (Current Employees)

Slightly under 50 percent of those who responded indicated that they would like to see additional training for their employees. Again, a number of these tend to be employer specific and are spread over a range of diverse areas.

The most common response areas were in computers, sales, secretarial, customer/human relations and accounting.

f. Questions 3.3 through 3.4 (Employer Participation)

This series of questions focused on employer participation in the general areas of employee encouragement for futher training, tuition reimbursement to employees and employer participation in program development. From the response patterns of the information obtained, a more detailed analysis of the individual survey responses should be made and a personal follow-up of those responding positively should be conducted

during the coming year. This is suggested so as to establish a clearly defined profile of employer participation; employee training needs and the delivery capabilities of Dawson Community College in such a collaborative effort.

3. Conclusions:

The Business and Industry Survey achieved one significant result. It delivered to the business and public service employment sector of both Sidney and Baker the message that Dawson Community College is interested in their employment training needs and seeks to work with them in satifying those needs.

Additionally, valuable demographic information was obtained, specific individuals were identified and a starting point established for initiating a constructive dialogue between Dawson Community College representatives and specific employers in each community.

It would be nice to say that the results obtained were accurate, definitive and identified well-defined programs capable of being implemented immediately, but such is not the case. The results are more general in nature and somewhat ambiguous. They do, however, establish a valid starting point for study and development of a long-term commitment by Dawson Community College to work with the employment sector of each community.

4. Recommendations

During the 1983-84 school year conduct a follow-up community business training "audit" for each community based on the information obtained from this survey. In this follow-up audit consider the general categories of new employee training, current employee training and employer participation. Conduct personal interviews with the representatives of the firms identified

in this survey. Use expressed training needs and positive responses to establish interview priorities. Seek to identify, determine and convey the activities which Dawson Community College is realistically capable of pursuing and those which it is not. Prepare a formal summary report of audit findings based on the information collected to include program recommendations, personnel requirements and a breakdown of projected costs. Formally establish the level of commitment required by Dawson Community College to implement this collaborative community effort. Develop a marketing strategy for implementation and initiate in 1984-85.

Dawson Community College SUMMARY I

Business and Industry Survey - SIDNEY

1.0 General Information

1.1 Name of Firm: _____

1.2 Address: _____ Phone No. _____

1.3 Name of person completing this form: _____

1.4 Position: _____

_____ 1.5 Total number of employees in your firm? (Full-time)

1 - 5	-	25
6 - 10	-	7
11 - 15	-	4
16 - 20	-	1
21 - 25	-	0
26 - 30	-	0
31 - 40	-	1
41 - 50	-	2
51 - UP	-	4 (55, 60, 125, 153)

_____ 1.6 In the space opposite this request please put the letter of the description which best identifies the activities of your firm.
_____ Indicate more than one if needed.

4	(a)	Agriculture	3	(g)	Health (Professional)
0	(b)	Advertising	10	(h)	Professional Services
2	(c)	Automotive	1	(i)	Insurance
2	(d)	Finance and Credit	3	(j)	Petroleum Industry
1	(e)	Construction	2	(k)	Restaurant/Food Service
10	(f)	Retail	8	(l)	Public Service
			3	(m)	Other (Write Below)

Food Processor (Sugar Beets), Communications, Commercial Service.

SIDNEY BUSINESS & INDUSTRY SURVEY

2.0 New Employees

_____ 2.1 Generally speaking, in what particular skill areas would you want prospective new employees to have more formal training? Please specify:

17 (0) Not Applicable

28 (1)

Bookkeeping	- 6
Sales	- 5
Communications Skills	- 5
Customer Relations	- 5
Computers	- 5
Accounting	- 4
Mechanical Tech.	- 3
Surveying	- 3
Business Machines	- 2
Secretarial	- 2
Management	- 2

(Other - Below)

Stress Management
Merchandising
Advertising
Glass Glazing
Nursing
Human Resources
Animal Science
General Electronics

3.0 Current Employees

_____ 3.1 Do you currently have employees whom you would like to see have additional training for their present job?

16 (0) Not Applicable
10 (1) No
21 (2) Yes

SIDNEY BUSINESS & INDUSTRY SURVEY

_____ 3.2 If yes, in what particular areas would you like to see them have additional training?

25 (0) Not Applicable

19 (1) Computers - 4
Secretarial - 3
Sales - 2
Customer Relations - 2

(Other - Below)

Management
Bookkeeping
Communication Skills
Advertising
Interpersonal Relations
Stress Management
General Electronics
Mechanics

_____ 3.3 If training appropriate for employees of your firm was available through Dawson Community College, would you send or encourage your employees to attend classes in the training area(s) you mentioned above?

18 (0) Not Applicable
3 (1) No
26 (2) Yes

_____ 3.4 Would you be willing to help your employees meet the tuition expense for additional training?

20 (0) Not Applicable
5 (1) No
22 (2) Yes

_____ 3.5 Would you or your representative help in establishing objectives and guidelines for training programs which could be offered through Dawson Community College?

20 (0) Not Applicable
7 (1) No
18 (2) Yes

SUMMARY J

Dawson Community College

Business and Industry Survey - BAKER

1.0 General Information

1.1 Name of Firm: _____

1.2 Address: _____ Phone No. _____

1.3 Name of person completing this form: _____

1.4 Position: _____

____ 1.5 Total number of employees in your firm? (Full-time)

1 - 5	-	17
6 - 10	-	2
11 - 15	-	2
16 - 20	-	0
21 - 25	-	0
26 - 30	-	0
31 - 40	-	0
41 - 50	-	1
51 - UP	-	2 (60, 86)

____ 1.6 In the space opposite this request please put the letter of the description which best identifies the activities of your firm.
____ Indicate more than one if needed.

4	(a)	Agriculture	2	(g)	Health (Professional)
1	(b)	Advertising	2	(h)	Professional Services
0	(c)	Automotive	3	(i)	Insurance
3	(d)	Finance and Credit	1	(j)	Petroleum Industry
0	(e)	Construction	0	(k)	Restaurant/Food Service
7	(f)	Retail	6	(l)	Public Service
			5	(m)	Other (Write Below)

Hospitality, Small Engine Repair/Snowmobile Sales & Service, Beauty Salon, Wholesale Dairy Products and Commercial Printing.

2.0 New Employees

_____ 2.1 Generally speaking, in what particular skill areas would you want prospective new employees to have more formal training? Please specify:

7 (0) Not Applicable

23 (1)

Computers	- 6
Human /Customer Relations	- 6
Sales	- 5
Communications Skills	- 3
Accounting	- 3
Office Skills	- 2

(Other - Below)

Agriculture
2 Cycle Engines
Insurange
Mechanics
Retailing
Word Processing
Hair Cutting
Advertising
Time Management

3.0 Current Employees

_____ 3.1 Do you currently have employees whom you would like to see have additional training for their present job?

5 (0) Not Applicable
11 (1) No
14 (2) Yes

_____ 3.2 If yes, in what particular areas would you like to see them have additional training?

16 (0) Not Applicable

14 (1) Computer - 4
Sales - 3
Accounting - 3
Communications Skills - 2
Human/Customer Relations - 2
Mechanics - 2
Secretarial - 2

(Other - Below)

Word Processing
Retailing
Backhoe
Advertising
Time Management

_____ 3.3 If training appropriate for employees of your firm was available through Dawson Community College, would you send or encourage your employees to attend classes in the training area(s) you mentioned above?

10 (0) Not Applicable
1 (1) No
18 (2) Yes

_____ 3.4 Would you be willing to help your employees meet the tuition expense for additional training?

8 (0) Not Applicable
8 (1) No
13 (2) Yes

_____ 3.5 Would you or your representative help in establishing objectives and guidelines for training programs which could be offered through Dawson Community College?

7 (0) Not Applicable
8 (1) No
14 (2) Yes

B. Glendive and Surrounding Community

1. Methodology

A survey of area business and industry was conducted concurrently with the community survey. The survey instrument was mailed to 220 addresses in the area including Glendive, Wibaux, Circle, Fallon and Beach. The instrument was comprised mainly of open-ended questions or semi-open-ended questions (respondent either selects a negative response or in selecting a positive response provides specific information.) A compilation of responses is attached as Summary K.

Again strengths and weaknesses will be reflected throughout the analysis. For the most part, the business and industry instrument was much more effective than that of the community survey. One factor that contributes significantly to this success is the use of open-ended questions and its brevity. The fact that a much smaller number of questionnaires was being administered than the community survey made this approach possible. At the same time the responses were far less quantifiable than the forced choice approach of both the high school and community surveys. Since one of the objectives of the survey would be the development of linkages with the business community this lack of uniformity does not present a significant problem.

2. Response Rate

Once again, the response rate to a mail-out survey is usually poor. The Dawson Community College business survey was no exception. The rate of return was a mere 21.36 percent (47 out of 220.) Although this was a much better level than the community survey, the response was a huge disappointment. Generally, business firms would be expected to be more likely to

respond to questionnaires as a matter of professional courtesy.

The principal explanation for the poor response would have to be self-imposed time constraints. The time allowed for development of the research methods should have been extended. An extra two weeks would have been sufficient. However, once the process was put in motion there seemed to be no way to delay mail-out itself. Insufficient allowance was made for handling time - in other words, the time needed to fold, stuff, label and mail the forms themselves. Consequently, by the time the businesses received the forms they were only given a day or two to return them. It is probable that many simply could not respond in that amount of time and thus did not respond at all. A contributing factor to this time limitation was that the survey was conducted simultaneously with the community survey. This should never have been allowed to happen. Each survey truly deserved full time attention.

It is worth repeating at this point, that the criticisms of the instrument or the methodology are not to detract from the value of the data collected. The critique is intended only as a means of improving any future surveys. [The last perfect survey was probably conducted in the Garden of Eden.) For the most part the business survey was a reasonable success, if the objective was to get a feel of the plausibility of setting up a linkage program.

3. The Results

The following is a brief analysis comprised of a two-step process followed by some general recommendations. First, a question-by-question breakdown provides some specific results of the survey as reflected in Summary M. Second, some general inferences of the survey results will be coupled with a discussion of broader issues. The recommendations are derived from a combination of survey results, theoretical understanding

and past experiences at Dawson Community College.

a. Question-by-Question Results

(1) Questions 1.1 through 1.4 - requested specific information regarding the firm or agency. Thus, there is no analysis of these questions.

(2) Question 1.5 (Number of Employees) - Generally, the distribution of firm sizes provided a good sample. Perhaps it may have been more desirable to have more firms with larger numbers of employees represented, the sample probably provides a more accurate reflection of the actual proportions.

(3) Question 1.6 (Type of firm) - Every kind of business listed on the survey form was represented but advertising. Since there are no advertising firms listed in Glendive and the surrounding communities one may assume all applicable categories were represented. Particularly refreshing was the presence of public sector respondents which have been absent from previous surveys.

(4) Question 2.1 (Training Needed for New Employees) - Many of the comments accompanying the responses to this question referred to the need to instill a set of ethical values in their new employees. This, of course, does not fall within the primary mission of a community college. However, it is possible to offer motivational training, which is probably the source of the employer concerns.

It is interesting that the most requested skill training area was salesmanship. Even though the number of respondents is relatively small, this response carries some significant repercussions. It is a generally accepted belief that the service industries will be the areas that will have the greatest number of openings in the near future (actually that trend has already begun.) Since this is the case, it seems that demand

for this training will only continue to climb substantially.

Once again computers and math rated high on the list of perceived needs. This leaves little, if any, doubt that these areas are a very crucial need. All three surveys have shown computers and math to be high demand areas (which is rather incredible considering the availability of mini-calculators.) The three surveys remove any doubt of the importance of these areas.

(5) Question 3.1 (Additional Training for Current Employees) - Employers indicated by nearly a 2 - 1 margin that they had employees requiring additional training for their present positions. Such a high ratio is not surprising but important. The rapid changes in technology in every sector alone would require updating of skills. However, the follow-up question reveals that technological change is not the only dynamic involved.

(6) Question 3.2 (Skills Desired for Current Employees) - Again, employers show a heavy need for salesmanship training. Apparently, the managers in the service industry are becoming more aware of the need to improve the competency in their sector. Other top finishers indicate that employers are feeling the affects of the weaknesses in the education system, especially the need for math training. In many cases, employers that did not list math mentioned it in their comments. It seems that their concerns are over a lack of knowledge in the basics in math. It was their perceptions that this problem was outside the realm of Dawson Community College. It may prove helpful to inform the public of the existence of such programs.

(7) Questions 3.3-3.5 (Employer Support-Encourage, Tuition Assistance, Guideline Development) - These three questions are grouped together because the real statement is made by the three together. Employers are

more than willing to encourage their employees to attend Dawson Community College. They are willing to be part of the process. However, there is a significant drop-off when asked about tuition assistance - which makes them human and honest. There is not a total lack of willingness to provide financial assistance though. Actually, half are amenable to providing financial assistance which is a strong showing. Primarily, the firms that are interested in contributing the assistance are the larger ones. (13 out of the 21 have over 16 employees.)

b. Observations and Analysis

Generally, area businesses are receptive to sound training programs that could be offered through Dawson Community College. It must be stressed that this is not an unqualified acceptance. They have a need, are willing to provide support and want to be involved in the process of establishing guidelines. However, they are not interested in "more of the same." Businesses and public sector agencies are interested in development of programs geared to their organization. They are not willing to be involved in financing or encouraging their employees to attend what is already available. Frankly, they see no advantage to giving "blanket" support for anything that their employees may take at Dawson Community College.

The business/public sector community has a positive perception of the college. Only one truly negative comment was found in the comments section of the instrument. Many have doubts as to whether or not Dawson can help them with their needs. Specifically, they see their needs as being in the area of motivational training which is not an area normally associated with higher education.

The most profound outcome of the business/industry survey is confirmation that it is a fertile area for enhancement of programs offered by

Dawson Community College. The interest is there. Personal observation and discussion reveals that the business community understands the advantage of linkage. The respondents understand the existence of a need for training and upgrading of skills and are perfectly willing to explore possibilities of a program involving their input. Now is the time to "strike while the iron is hot." The fact that the survey has just been conducted makes this particular period of time even more potent. While they were being asked about their feelings they were receiving an indicator that the college is interested in developing a new kind of rapport. Now that their attention has been captured it is time to initiate the dialogue.

c. Recommendations

In accordance with the statements above concerning the need to start now, Dawson Community College should initiate a series of luncheons or workshops (luncheons will probably get a better turnout) with the business community. These meetings should establish a dialogue in the area of mutual interests of the parties involved. Such action will demonstrate the college's seriousness regarding a linkage with the business/public sectors.

Courses should be developed immediately in the area of salesmanship. The best approach would be a cooperative effort between the appropriate departments and some professionals in the community. The following divisions are considered the primary candidates for input: business, english (communication), psychology, sociology, human services, speech and drama. At this time, addition of a new division or faculty member is not justified. If the program meets with particularly notable success, such steps may be necessary in the future.

Although such a recommendation would seem redundant, it cannot be

stressed enough to enhance the computer programs. All three surveys have resulted in indications for a high priority to be assigned to this area. There is little danger at this point that too much effort could be devoted to this end.

Keeping in mind that Dawson's standards cannot be compromised, every effort should be made to direct a substantial part of public relations efforts toward the business/public sector. This effort can take the form of newsletters (once dialogue has been initiated), pamphlets or as segments of normal announcements. Newsletters would probably be the most effective approach since it would provide the means for on-going feedback.

Dawson Community College

Business and Industry Survey

1.0 General Information

1.1 Name of Firm: _____

1.2 Address: _____ Phone No. _____

1.3 Name of person completing this form: _____

1.4 Position: _____

_____ 1.5 Total number of employees in your firm? (Full-time)

1	- 5 -	17
6	- 10 -	4
11	- 15 -	8
16	- 20 -	4
21	- 25 -	3
26	- 30 -	0
31	- 40 -	1
41	- 50 -	0
51	- UP -	5 (50, 55, 61, 103, 122)

_____ 1.6 In the space opposite this request please put the letter of the description which best identifies the activities of your firm.
_____ Indicate more than one if needed.

1	(a)	Agriculture	1	(g)	Health (Professional)
0	(b)	Advertising	2	(h)	Professional Services
6	(c)	Automotive	1	(i)	Insurance
4	(d)	Finance and Credit	8	(j)	Petroleum Industry
2	(e)	Construction	4	(k)	Restaurant/Food Service
10	(f)	Retail	4	(l)	Public Service
			4	(m)	Other (Write Below)

Municipal Government, Utility, Lodging, Beverage, Motel, Tele-communications (Utility).

2.0 New Employees

_____ 2.1 Generally speaking, in what particular skill areas would you want prospective new employees to have more formal training? Please specify:

8 (0) Not Applicable

34 (1)

Salesmanship	- 8
Math	- 7
Computer	- 6
Heavy Duty Mech./Mech.	- 5
Interpersonal Comm.	- 4
English (Written)	- 4
Accounting	- 4
Marketing	- 3
Business	- 3
Secretarial	- 3
Personnel	- 3
Management	- 3

(Other - Below)

Engineering
Chemistry
Geology
Electronics
Soils
Penmanship
Bartending
Electricity
Reading
Economics
Agriculture
Finance

3.0 Current Employees

_____ 3.1 Do you currently have employees whom you would like to see have additional training for their present job?

5 (0) Not Applicable
13 (1) No
24 (2) Yes

_____ 3.2 If yes, in what particular areas would you like to see them have additional training?

(0) Not Applicable

24 (1) Salesmanship - 5
Computer - 5
Math - 3
Personnel - 3
Bookkeeping - 2
Marketing - 2
Mechanics (Heavy Duty/Auto Body) - 2
Petroleum Technology - 2
Accounting - 2
Secretarial - 2
Chemistry
Public relations
Agriculture
Finance
English
Economics
Business
Electronics
Electricity
Bookkeeping
Physics
Chemistry
Management
Engineering

_____ 3.3 If training appropriate for employees of your firm was available through Dawson Community College, would you send or encourage your employees to attend classes in the training area(s) you mentioned above?

7 (0) Not Applicable
2 (1) No
33 (2) Yes

_____ 3.4 Would you be willing to help your employees meet the tuition expense for additional training?

10 (0) Not Applicable
11 (1) No
21 (2) Yes

_____ 3.5 Would you or your representative help in establishing objectives and guidelines for training programs which could be offered through Dawson Community College?

8 (0) Not Applicable
6 (1) No
28 (2) Yes

OVERVIEW

Three survey instruments were operationalized in Sidney, Baker, Glendive and the surrounding communities. The objective of the surveys was to construct a needs assessment for Dawson Community College. The object population of the survey instruments were: (1) high school juniors and seniors; (2) a sample of the general public in the communities; and (3) business and industry. The surveys conducted in the Sidney and Baker communities were designed to determine program development at the off-campus sites in those comnmunities. The surveys in Glendive and the surrounding communities were directed at updating the needs assessment for the main campus. The results of each device are presented briefly below.

1. High School Juniors and Seniors

In the interest of determining expected enrollment and course preference of incoming traditional students, a survey of all the seniors was conducted in area high schools. Most of the results came as no surprise. Even though, seniors generally were more aware of the need for them to continue their education, there has been no relative gain in the number that plan to attend Dawson Community College. In most areas this was a function of lack of proper information regarding the community college. It was recommended that area counselors and administrators be brought in for annual workshops to improve their awareness of the advantages of the community college for their students.

High school juniors demonstrated an expected lack of awareness of Dawson Community College as well. Very few of them were aware that they could

participate in the "Early Start Admissions" program during their senior year. However, a substantial number (82%) expressed some interest in participating in the program. It was recommended the area high school administrators also be informed of the advantages of encouraging their students to enroll in the "Early Start Admissions" program. In the interest of promoting a more positive response from these administrators, steps should be taken to bring them in on the decision-making process of the program.

Generally, both Juniors and Seniors were interested in business, computers and math courses. The high levels of interest in these areas indicated a continued growth of traditional students for courses in these subjects.

2. General Public (Community)

Surveys were mailed to a random sample in all the communities surveyed. As a control, an additional random sample were canvassed by interviewers in their homes in Glendive and the surrounding communities. Generally, both methods yielded results without any radical differences. Therefore, the random sample was validated.

Dawson Community College has a very positive image among the general public. Naturally, the closer respondents were geographically, the more familiar they were with Dawson Community College. The people are pleased to have the college and considered it an important asset. The vast majority indicated that they had no desire for any dramatic changes in the manner Dawson Community College conducts its programs. Specifically, they wished no changes in scheduling, length of courses or the academic calendar.

The potential for continued growth in the non-traditional student enrollment was seen as very strong. Members of the community recognize the need for updating their skills especcially in the high technology areas. Computers were the most heavily requested course of study. The general public generally held an interest in the same areas as high school students - computers, business and math. There were some preferences shown in other programs for other subjects but these areas, overall, rated the highest.

It was recommended that Dawson Community College's marketing strategy be re-examined to make certain that the proper emphases are being placed. It was also recommended that the college be prepared to facilitate the higher demand areas by assuring adequate staffing, facilities (hardware) and an on-going device for detecting shifts in need. Further; it was suggested that the enrollment of the male non-traditional student could grow dramatically in the near future.

3. Business and Industry

A survey instrument was mailed out to businesses and public sector agencies in the area. Lists of these organization were acquired through various Chambers of Commerce and all significant (not self-employed individuals) were included.

Generally, area businesses and agencies acknowledged a need for training within their organizations. Further, they were willing to encourage their employees to enroll at Dawson Community College to meet this end. They were

also willing to participate in this process. However, the kinds and objectives of this training was unspecific. Although some areas were listed, the diversity of responses as well as the generic nature of the courses listed revealed the uncertainty of the employer's desires.

It was recommended that further contact be made with area businesses (especially those that expressed an interest) to formulate a cooperative arrangement. Since this effort would involve covering some new territory, it is suggestd that the extent of Dawson's commitment to such an endeavor should be carefully assessed before any steps are taken. It is believed that area businesses and public agencies are fertile territory indeed, but that they also involve new kinds of programs for Dawson Community College.

Generally, the needs assessment just presented should be seen as a foundation upon which to build. Many of the recommendations involve further study which would seem to indicate that the surveys yielded nothing but more questions. Actually, the assessment has provided new focal ponts and should be seen as a beginning and not as an end. If Dawson Community College wishes to remain as a vital segment of the community then every effort should be made to maintain its dynamic nature.

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